Journal of the Indiana University Student Personnel Association

2006 Edition

Contents

INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

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The Journal of the Indiana University Student Personnel Association is published annually by the Indiana University Student Personnel Association with support from the Higher Education & Student Affairs (HESA) Program. The Journal is produced expressly to provide an opportunity for HESA master's students to publish articles pertinent to the field of student affairs. The primary sources of funding for the Journal are alumni donations and support from the students and the HESA department. The important role that each of these contributors has played in the production of this edition is gratefully acknowledged and appreciated.

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2006 Awards and Honors

Congratulations to these members of the Indiana University family on the following recognitions:

Myrna Hernandez	Elizabeth A. Greenleaf Distinguished Alumni
Rod Kirsch	
Michael Coomes	Robert H. Shaffer Distinguished Alumni Award
Roland Bullard	August and Ann Eberle Fellowship Award
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Jennifer A. Buckley	Virginia G. Piper Charitable Trust Fellowship
Sara Hinkle	Joseph P. Cangemi Leadership and Organizational Behavior Dissertation Award

Call for Nominations

Nominations of individuals for the 2007 Elizabeth A. Greenleaf and Robert H. Shaffer Distinguished Alumni Awards are now being accepted. The Greenleaf Award is presented annually to the graduate of the master's degree program in Higher Education and Student Affairs who exemplifies "the sincere commitment, professional leadership, and personal warmth" of Betty Greenleaf, for whom the award is named. Previous Greenleaf Award recipients include Louis Stamatakos, Phyllis Mable, James Lyons, Paula Rooney, Joanne Trow, Carol Cummins-Collier, Thomas Miller, Frank Ardaiolo, Deborah Hunter, Vernon Wall, William Bryan, Terry Williams, Marilyn McEwen, Gregory Blimling, Lawrence Miltenberger, and Jamie Washington.

The Robert H. Shaffer Award is presented to the graduate of the Indiana University Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous Shaffer Award recipients include L. "Sandy" McLean, Thomas Hennessy, Jimmy Lewis Ross, Robert Ackerman, Don G. Creamer, Nell Bailey, Alice Manicur, Rodger Summers, Caryl Smith, Donald Mikesell, and Michael Coomes.

Nominations for both awards close February 1, 2007. The awards will be presented at the 2007 ACPA/NASPA Joint Meeting. Please direct your nominations and supporting materials (e.g., vita) to Don Hossler, W.W. Wright Education Building, Room 4228, 201 N. Rose Avenue, Indiana University, Bloomington, IN 47405. Thank you.

Editors' Comments

Laura J. Barnes & Ryan D. Padgett

Welcome faculty, students, and alumni. It is with pleasure that we present to you the 2006 edition of the Journal of the Indiana University Student Personnel Association. Reading the four articles presented within the following pages, you will find an eclectic mix representative of the quality of this program.

Issues in Career Development and Career Counseling for Gay, Lesbian, and Bisexual Students examines the barriers GLB students must overcome in achieving a positive gay self-concept and moving towards a healthy career concept. Wabash College: Her Square Dances with Coeducation explores the historical considerations and discussions Wabash had in deciding to remain an all-male institution. Facebook and College Students' Development of Mature Relationships investigates the highly debated online interaction tool and whether Facebook is affecting students' social development at Indiana University Bloomington. Lastly, Student-Faculty Interactions in Context: A Study of Faculty Advisors and Student Organization Advisees is a qualitative study that investigates the environment through which organizational growth is fostered by a faculty advisor.

We have been blessed to have the opportunity to work with the new Program Coordinator, Danielle De Sawal. Danielle's devotion and guidance over the past year has been both welcoming and rewarding, not only with the Journal but with the entire program! The program is stronger with her presence and we appreciate her passion in everything she accomplishes. Thank you a million times over Danielle!

The editors are also indebted to Elizabeth Doggett, Sara Flanagan, and Teresa Olsen, who came through in the clutch when time was short but additional edits were needed. Thank you for helping us when we were literally counting down the seconds to publication. Moreover, IUSPA is grateful to the numerous alumni who financially support the publication of the journal. We feel it is an incredible opportunity to provide master's and doctoral students the chance to write for a publication as part of their education, and this would not be possible without the generous support of alumni. If you enjoy the IUSPA journal, please use the back page to learn about how to ensure its future. Last, but certainly not least, this journal would not be possible without the dedication of the Review Board. You committed yourselves from the beginning and fulfilled your duties over countless hours of reading, editing, and providing constructive criticism on all submissions. Please accept our sincerest thanks for all your efforts.

From the initial submissions to their published work, the journey has been wonderful. We are all very proud to present the 2006 IUSPA Journal!

Laura Barnes is a master's student in Higher Education and Student Affairs at Indiana University Bloomington. After receiving her B.A. in International Relations from Boston University in 1996, she worked as a study abroad advisor at Babson College. Currently, she is a graduate assistant at the Career Development Center and is a judicial hearing officer in the Office of Student Ethics and Anti-Harassment Programs.

Ryan Padgett graduated from Indiana University Bloomington in 2006 with a master's degree in Higher Education. He received his B.A. in Psychology from Indiana University Bloomington in May of 2004. While at IUB, he worked as a project associate at the National Survey of Student Engagement. Currently, he attends the University of Iowa where he is obtaining his Ph.D. in higher education.

State of the Program

Danielle M. De Sawal
Master's Program Coordinator

Greetings from Bloomington! Spring has arrived and we are preparing to bring the 2005-2006 academic year to a close. I have had a wonderful first year coordinating the Higher Education & Student Affairs (HESA) master's program. This year we welcomed 51 students into the program from across the nation. The second year cohort is looking forward to graduation with many of them already announcing their professional plans.

IUSPA has a strong executive board this year and continues to be involved in both community and academic pursuits. The year began with IUSPA participating in the Homecoming parade. The students built a float that incorporated the history and traditions of IU's culture and represented the homecoming theme *Come Alive in 2005*. IUSPA received 1st place in the parade, taking home the Cream & Crimson Award and the Craftsmanship Award. As a result of their participation in the homecoming competition IUSPA received the Alumni Association President's Award. The students have also been actively involved in professional associations. Henry Wendel and Amanda Droste, second-year HESA students, won 1st place in the master's case study competition at NASPA. In addition, second-year HESA students John Graves, Henry Wendel, Amanda Droste, and Jeff Ruder took 1st place in the 2006 StudentAffairs.com virtual case study competition. First-year HESA student Robert Rathbun was elected to serve as the ACUI Region 9 Graduate Student Representative. IUSPA has also continued to be active volunteers in our community's philanthropic events. We are extremely proud of our students' commitment to academic excellence and community involvement.

Our faculty members remain at the top of the profession through teaching, research, and service. HESA faculty member George Kuh received the Lifetime Achievement Award from ACPA. Tom Nelson Laird, Jillian Kinzie, Jennifer Buckley, and Michael Schwarz received the Menges Award for their presentation at the 2005 Professional and Organizational Development Network in Higher Education (POD) Conference. Jillian Kinzie partnered with IU alum Kathy Manning and John Schuh on a book entitled *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice*. Vasti Torres has been elected to serve as President-Elect for ACPA. In addition, she also partnered with Susan Jones and Jan Arminio on a book entitled *Negotiating the Complexities of Qualitative Research in Higher Education*. The book chronicles the research process and fundamentals of qualitative research. IU alum, Elizabeth Whitt was named to the Iowa Academy of Education in 2005. Lucy LePeau, IU alum, was named the 2006 Gerald Saddlemire Master's Research Award recipient at ACPA. As many of you know, Mary Howard-Hamilton is no longer at IU. We are grateful for the service she provided during her time here. Our two new faculty members, Thomas Nelson Laird and Robin Hughes, began this past fall and are an excellent addition to the faculty.

The Center for Postsecondary Research continues to grow under the direction of George Kuh. More than 1,000 colleges and universities in the U.S. and Canada have used NSSE to further their educational effectiveness and institutional improvement activities. Other research projects including the CSEQ, and initiatives to understand

factors related to student engagement are also ongoing. The Center is an important resource for HESA, as it provides assistantship opportunities for about 15 doctoral students.

The HESA program remains a competitive and well respected graduate preparation program. Prospective students come to campus excited about the work that they have seen our alumni do in the field and anxious to learn about our program. This year we hosted 112 students on campus during our two HESA Outreach Weekends. The Fall 2006 cohort looks extremely promising and we are excited about the next academic year.

The IUSPA journal is a product of the commitment to academic excellence and scholarly research that our students engage in during their graduate experience. Our student editors and editorial team have an incredible opportunity to improve their skills in reviewing, critiquing, and editing their peers' publications. It is a pleasure to work with a group of students who are committed to ensuring that the journal remains a quality publication. As alumni, you play a significant role in the continued publication of the IUSPA journal. These opportunities only continue due to your financial support. Please designate donations to go towards the *IUSPA Journal* so that we can continue to provide this opportunity to our students. On behalf of the faculty, students, and staff of the program, thank you for your continued support and financial contributions to the HESA program.

Faculty Advisors

1960-1977:	Elizabeth Greenleaf	1990-1996:	George Kuh
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Issues in Career Development and Career Counseling for Gay, Lesbian, and Bisexual Students

Teresa K. Olsen

Career counseling gay, lesbian, and bisexual students is a complex task. Challenges stem from the intersection of two interconnected issues: the status of the student's homosexual identity development and the ability of the student to overcome the barriers of heterosexist work environment discrimination. It is the duty of the counselor, and the institution of higher education, to empower these individuals to achieve a positive GLB self-concept, and positive movement toward career development.

Career counseling gay, lesbian, and bisexual (GLB) individuals is a complex and unique task (Alderson, 2003; Chung, 2001; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope, Barret, Szymanski, Chung, Singaruvelu, McLean, & Sanabria, 2004). The intricacies of assisting GLB individuals through the career development process stem from their status as a socially marginalized cultural group (Alderson). Each individual progresses through common issues of career exploration while navigating a largely heterosexist world. Within the context of higher education it is both the career counselor's and the institution's duty to empower GLB individuals to achieve a positive self-concept and career concept (Alderson; Chung, 2001; Chung, 2003; McVannel; Pope & Barret; Pope et al.). This paper focuses on homosexual identity development, environmental barriers within the world of work that affect occupational success and transition, and issues and challenges for career counselors.

Identity Development for Gays, Lesbians, and Bisexuals: Building Strong Self-Concepts

To understand the career development challenges and issues that gay, lesbian, and bisexual individuals face it is important to understand the process of developing a positive GLB identity. For these individuals, the majority of career challenges stem from the intersection of two interconnected issues: homosexual identity development and overcoming barriers of work environment discrimination. These issues must be addressed along with the heterosexist context of American society, which identifies the power and privilege structures that marginalize non-heterosexual persons (Alderson, 2003; Chung, 2001). Blumenfeld (2000) defines heterosexism as:

> ...institutionalization of a heterosexual norm or standard, which establishes and perpetuates the notion that all people are or should be heterosexual, thereby privileging heterosexuals and heterosexuality, and excluding the needs, concerns, cultures, and life experiences of [GLB] people. At times subtle, heterosexism is oppression by neglect, omission, erasure, and distortion (p. 262-3).

Much attention has been given to Cass' (1979) and D'Augelli's (1994) models to better explain GLB identity development. Cass' Homosexual Identity Development Theory outlined the process of how individuals develop a positive self-image, or a positive self-regard, for being a non-heterosexual. In doing so, the theory outlines the steps to build a positive non-heterosexual identity (Cass). This model is based on self-understanding and the intersection of heterosexual and non-heterosexual culture through social factors. Cass stated that how a person is socialized, or interprets social attitudes, influences one's movement through the developmental process. This model is important to consider when realizing how students find a positive self-identity and the impact of negative social dynamics of that self-concept (Alderson, 2003; Cass).

D'Augelli's (1994) Model of Lesbian, Gay, and Bisexual Development also outlined the formation of a positive non-heterosexual self-image through the compromise of social power. D'Augelli focused on relinquishing heterosexual privileges in order to develop a GLB social identity. Once this self-concept is formed, the individual can enter the non-heterosexual community in a healthy manner. This model is based on individuals making choices that impact their own development, yet stresses the impact social interactions and environment have in those choices (D'Augelli).

Cass' (1979) and D'Augelli's (1994) identity development models emphasize the importance of the interaction between the individual and society. These models also insinuate challenges a heterosexist society places upon the development of one's positive self-concept. Such environmental barriers and their subsequent related stress require emotional energy from the individual. As GLB students struggle to manage their identity development, career development may be delayed, stalled, or misdirected (Alderson, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Such disengagement can hinder the individual's ability to make appropriate and timely career choices, or to confront situations in a work environment.

Heterosexist Work Environment Barriers

The formal or informal manners in which work environments are constructed have an impact on GLB individuals' potential to achieve success within that context. Chung (2001) described work discrimination as unfair

and negative treatment of workers or applicants based on personal attributes irrelevant to job performance. Brown and Ford (1977) stated that discrimination is multi-faceted and can be expressed in two dimensions: *access* and *treatment*. Access is a form of discrimination that is enacted through biased hiring practices. Treatment is discrimination that occurs once one is employed, such as lack of promotion or salary increase (Brown & Ford). Both access and treatment occur against individuals known or assumed to be gay, lesbian, or bisexual. However, closeted individuals, whose identities are neither known nor presumed, also experience indirect discrimination. These individuals are indirectly silenced by an organization's maintenance of a heterosexist culture. Perceived heterosexism and discrimination strongly influence the choice to disclose one's sexual orientation. As discrimination is a predictor of professional success, the majority of GLB individuals mask their sexual orientation (Brown & Ford; Chung).

Formal and Informal Discrimination

Forms of formal or informal discrimination can be extremely influential within an organization (Chung, 2001). Formal discrimination includes institutional policies and decisions such as hiring, firing, promotion and salary considerations, and job assignments. These actions affect employees' vocational achievements or status. Informal discrimination includes interpersonal dynamics and work atmosphere, verbal and nonverbal harassment, lack of respect, and emergence of hostility and prejudice. This form of discrimination affects morale, well-being, job performance, and career achievement (Chung).

Chojnacki and Gelberg (1994) described four levels of heterosexism that may be apparent through formal and informal discrimination within a work environment. *Overt discrimination* exists when formal and informal policies against GLB individuals are present. *Covert discrimination* is present in the absence of a formal anti-discrimination policy within an organization, yet informal discrimination is prevalent. *Tolerant environments* include formal anti-discrimination policies protecting different sexual orientations, yet do not provide additional support structures for GLB individuals, such as the extension of an employee's insurance or partner benefits. Finally, *affirming environments* have established formal anti-discrimination policies, as well as provide additional support mechanisms for GLB employees (Alderson, 2003; Chojnacki & Gelberg; Chung, 2001). In affirming environments, employees are valued for their diversity. These employers extend employment benefits to same-sex partners, maintain GLB support groups, and implement sensitivity training (Alderson).

Encountered and Perceived Discrimination

The experience a GLB individual has within a work environment is closely correlated to the person's concept of potential discrimination versus encountered discrimination, and perceived discrimination versus real discrimination. Such barometers play a significant role in how an individual manages the environment and oneself (Chung, 2001). The presence of discrimination impacts the individual's ability to be valued solely for one's performance (Alderson, 2003; Chung; Pope & Barret, 2003; Pope et al., 2004).

Potential and encountered discrimination affect vocational behavior formally and informally (Chung, 2001). Potential discrimination is the possibility of discrimination due to disclosing one's sexual orientation, whereas encountered discrimination is actually experienced. Discrimination negatively influences one's goals, expectations, self-efficacy, and self-worth (Alderson, 2003; Chung; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). If an individual encounters potential or encountered discrimination informally, such oppression becomes difficult to address and manage. Informal discrimination, such as discriminatory language in conversations, is often excluded from formal channels of addressing such behavior (Chung).

Perceived discrimination also plays into a work environment (Alderson, 2003; Chung, 2001; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Perceived discrimination is one's personal opinion of opportunity structure based on a perception of the work culture. If a person overestimates discrimination that may exist, it may limit or prevent sexual orientation disclosure. Conversely, if an individual underestimates existing discrimination, heterosexist situations may be surprising. Misinterpretation can easily cause the scrutiny of a neutral situation as discriminatory, or maintain ignorance of oppression. As people's reactions are often based on perceptions, perceived discrimination is important to consider in career counseling GLB individuals (Chung).

Coping with a Heterosexist Work Environment

Real or perceived discriminatory environments can affect a GLB person's vocational choices or work adjustment strategy (Alderson, 2003; Chung, 2001; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). One's work adjustment strategies are coping behaviors utilized when interacting with the world of work (Chung). Chung described three strategies GLB individuals embrace against potential discrimination. First, individuals may seek self-employment to create non-discriminatory workspace. In addition, job tracking is used to locate organizations owned by GLB individuals, or those that employ or serve the GLB population. While self-employment and job tracking do not eliminate the possibility of encountering bigotry in business partners and clients, the predictability is greater for more embracing work contexts. In a third strategy known as risk-taking an individual considers positions in the open job market. Risk-taking opens up more opportunities for a person with a strong sense of gay identity (Chung).

Discrimination management strategies exist for professionals to navigate encountered prejudice in a work environment (Chung, 2001). Different strategies are utilized based upon the individual's GLB self-concept. The majority of GLB persons attempt to avoid discrimination by remaining an invisible minority (Chung; Pope & Barret, 2003; Pope et al., 2004). If a person is completely closeted, or has not disclosed one's homosexual identity, the individual may quit a job without identifying work discrimination as the catalyst of the departure. Likewise, silence, or lack of overt reaction, can be used to manage discrimination. The person may turn to networks of select persons to share stories of discrimination and to gain support. Moreover, one might openly confront the issue with the perpetrators or supervisors (Chung). This reaction is most likely to occur in persons with a strong GLB self-concept (Chung; Pope & Barret; Pope et al.).

Strategies are important tools for students to use when confronting discrimination in the workplace. However, the presence of prejudice itself can eliminate or impede opportunities for career engagement and success for gay, lesbian, or bisexual individuals. Understanding how students encounter and negotiate these barriers influences the ways in which counselors can best advise them to succeed in such environments (Alderson, 2003; Chung, 2001; Pope & Barret, 2003; Pope et al., 2004).

To Disclose or Not to Disclose?

Griffen and Croteau, as cited in Croteau (1996), outlined three identity management strategies focused on the individual's control over disclosure of sexual orientation in order to cope with potential or encountered work discrimination: *passing*, *covering,* and *acting*. In passing, individuals remain closeted by allowing others to believe that they are heterosexual. Covering involves censoring information about one's life to be perceived as heterosexual, while no attempt is made to openly mislead others. Acting, or engaging in a heterosexual relationship to cause others to believe one is not GLB, is an expression of the highest degree of separation between one's personal and work life (Alderson, 2001; Chung, 2001; Croteau).

Croteau (1996) presented the final two strategies in line with Cass' fifth and sixth stages, leading to an integration of professional and personal lives, public disclosure of one's sexual orientation, and choosing integrity over dishonesty. In *implicitly out*, one is honest, without using the label of GLB, allowing others to form conclusions about their sexual orientation. With

explicitly out, individuals openly talk about being GLB. Individuals will likely choose more than one strategy to interact with different individuals, depending on perceived discrimination. Identity management strategies are also chosen consistent with one's self-concept. Rarely would a person disclose sexual orientation in one's professional life more overtly than in one's personal life (Alderson, 2001; Chung, 2001).

Considerations for the Work Environment

Strategies to overcome oppression and prejudice should be instilled by counselors and mentors (Alderson, 2003; Chung, 2001). Counselors must help clients explore the realistic gains and risks of career options, including assessment of a work environment for GLB-affirming or discriminating qualities. Individuals uncomfortable disclosing their sexual orientation will likely choose careers less reflective of their skills and competencies. In contrast, a developmentally advanced person will seek challenging positions that align with interests and abilities. Previous experiences, interests, goals, self-efficacy, and sexual orientation identity development influence vocational choice. Therefore, future choices depend on the progress that can be made through one's current situation. No clear-cut answer exists for GLB individuals. One must weigh all sides of the issue, and ultimately find a comfortable level of disclosure (Alderson; Chung; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004).

The benefits of coming out revolve around a more advanced career identity (McVannel, 2001; Pope & Barret, 2003; Pope, et al., 2004). If a person can work within a GLB-affirming environment, one can direct more energy into job performance. Ultimately, this will increase one's productivity and augment income, allowing for further access to material needs (McVannel). Additionally, a person's emotional well-being is expected to be more healthy and balanced. Self-validation and support from others can be found, and anxiety and concern for victimization of prejudice will be assuaged. Also, GLB persons who disclose their sexual orientations can help serve as role models for colleagues and younger professionals (McVannel; Pope & Barret; Pope et al.).

Conversely, drawbacks may be present for individuals who express a non-heterosexual orientation (McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). GLB individuals may be accused of forcing their lifestyle on others or instilling a fear for collective action. Employers may also make the individual into the token diversity representative. Additional duties of participating in committees, presenting diversity workshops, and representing the minority perspectives in discussions may fall to that person (McVannel).

Students need to understand how to find resources for support to live with a positive cultural identity and opportunities to express that identity

without explicitly disclosing their sexual orientation if that level of comfort has not been found. An understanding can be gained of how to locate advocacy groups and of personal strategies to overcome bigotry. Students need to develop realistic perceptions of environments so more accurate coping strategies can be enacted (Chung, 2001). Individuals can be encouraged to review anti-discrimination policies, domestic partnership benefits, and organizational cultures through printed and online material, and through networking channels (Chung; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003).

The Status of Gays, Lesbians, and Bisexuals in America

The Invisible Minority

Alderson (2003) described gays, lesbians, and bisexuals as an invisible minority both in the world of work and in American society. The concept of invisibility depicts the fact that one's sexual orientation remains undisclosed unless revealed by the individual. The power of heterosexism creates fear of prejudice, harassment, discrimination, and violence towards homosexual individuals (Alderson; Blumenfeld, 2000; Chung, 2001; National Gay and Lesbian Task Force, 2004). Unfortunately it is often only at the point of violence that discrimination is reported and can be substantiated by evidence. Horrifying statistics and hate crimes relate this violence.

Twenty percent of gay men in the United States have been physically assaulted and the vast majority report being verbally harassed (Alderson, 2003). In a sample of 2,000 gay and lesbian people, Blumenfeld found that 90% experienced victimization based on their actual or perceived sexual orientation, and over 33% had been threatened directly with violence. In 2002 alone, 1,968 incidents of anti-homosexual harassment or violence were reported to the National Coalition of Anti-Violence Programs. The Federal Bureau of Investigations consistently ranks anti-homosexual violence as the third most frequent form of bias-motivated crime in the United States. Additionally, 19% of all assaults of a non-heterosexual person occurred on a college campus (Blumenfeld, 2000; National Gay and Lesbian Task Force, 2004).

Such statistics reinforce the invisibility of this group through perpetuation of further silence. With the lack of a strong voice, a marginalized group cannot reject the myths drawn about them or gain substantial cultural space to speak out. Likewise, the unhealthy mental and physical results of being an invisible minority impede a positive homosexual self-concept. It is in this silenced status that GLB individuals must manage their career development (Alderson, 2003; Chung, 2001).

Invisible Status in the World of Work

The overall status of the American work environment is grim for gays, lesbians, and bisexuals. GLB individuals are often discriminated against without consideration for job performance or abilities (Chung, 2003; Human Rights Campaign, 2005; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Many occupations are specifically outwardly opposed to the GLB community, such as those involving children, social work, ministries, and conservative corporations (Human Rights Campaign; Pope & Barret; Pope et al.).

The effects of discrimination are seen throughout the public, private, and non-profit sectors. GLB families are uniquely affected by workplace discrimination through a lack of tax equity for domestic partners, social security and medical partner benefits, and compensation (Chung, 2003; Human Rights Campaign, 2005; McVannel, 2001). When matched for education, occupation, and other factors, lesbians averaged up to 30% less in earnings than non-lesbians (Human Rights Campaign; McVannel). On average, homosexual men earn up to 30% less than heterosexual males. The earnings penalty for being gay increased almost 16% between married (heterosexual) males and homosexual partners (Plug & Berkhout, 2004).

Currently no federal laws prohibit workplace discrimination based on sexual orientation in private organizations, therefore there is no constitutional recourse (Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004). Failed attempts in Congress to pass legislation such as the Employment Non-Discrimination Act, to outlaw workplace discrimination based on sexual orientation, leaves room for little hope at the national level (Human Rights Campaign; Pope & Barret; Pope et al.). Reflectively, in 34 states, it is legal to discriminate in the workplace based on sexual orientation (Human Rights Campaign).

Some state and local ordinances have incorporated language supporting GLB rights (Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004). Over 285 cities, counties, and government organizations offer some protection based on sexual orientation. New programs are emerging, such as the Equal Benefits Ordinances (EBOs). Such initiatives require state or local governments to offer the same benefits to domestic partners as are offered to legal spouses. San Francisco was the first jurisdiction to implement an EBO in 1997, although as of January 2004, the State of California and nine other cities and counties had passed EBOs (Human Rights Campaign).

Outside government, employers are creating GLB-affirming policies and extending benefits for partnerships at a higher rate (Chung, 2003; Human Rights Campaign, 2005; Pope & Barret, 2003; Pope et al., 2004).

Ending discrimination begins by incorporating equal practices into the organization's mission. It can then be reflected in practices and policies (Human Rights Campaign; Pope & Barret; Pope et al.). In 2003, a 19% increase occurred resulting in 2,253 total private employers, colleges, and universities that included sexual orientation in non-discrimination policies. Likewise, three hundred sixty Fortune 500 companies included such statements. Companies adopted practices to competitively seek out the best candidates and not dissuade potential workers. In 2003 all but one Fortune 50 company included sexual orientation in the company's anti-discrimination policies. Currently, 7,149 private employers, colleges and universities, and two hundred Fortune 500 companies provide health coverage to domestic partners (Human Rights Campaign).

Considerations for Special Populations-Layers of Discrimination

Special care must be taken to address the needs of gays, lesbians, and bisexuals with multiple minority status, or those who identify with multiple socially marginalized groups. These individuals face additional hurdles that have unique and complex challenges (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004).

GLB persons of color are confronted with overlapping layers of discrimination (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). These individuals are often not given a choice of disclosure for racial or ethnic diversity (Pope & Barret; Pope et al.). GLB individuals of color are more likely than White-non-Hispanic GLBs to fear and conceal their sexual orientation (National Gay and Lesbian Task Force, 2004). They need to transcend racial identity development, career development, and homosexual identity development. Support must be offered to these individuals in a comprehensive and interconnected manner (Chung; McVannel; Pope & Barret; Pope et al.). The paucity of research in this area indicates that informed strategies have not yet been fully established to assist individuals working through these issues.

Gays, lesbians, and bisexuals who are in a partnership also must consider yet another type of oppression (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). If a partner is laid off, that person may need to rely on the benefits or income of the employed partner, which may not be accessible or sufficient. Challenges of relocating or job searching add layers of stress to the partnership, especially if there is perceived discrimination in the new workplace. This is especially true for dissonant couples, or relationships where one person openly discloses sexual orientation and the other does not. Stress of unintentionally outing the person

through social events, interview questions, or inquiries about benefits is habitually present. Couples counseling is advised for these individuals (Chung; McVannel; Pope & Barret; Pope et al.).

Issues and Roles of Counselors in GLB Career Counseling

Career counseling GLB students requires special consideration for their unique needs (Alderson, 2003; Chung, 2001; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). As with any special population, counselors must be prepared with self-awareness, professional tools, and specialized knowledge. Such elements are often lacking or nonexistent, endangering the effectiveness of the counselor (Alderson; Chung, 2003; McVannel; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell, 2000).

Counselors need to recognize and confront personal biases before services can be ethically offered to GLB clients (Alderson, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Prejudices can affect how counseling is implemented, as well as the determination of appropriate client interventions. Such negative attitudes are often blindly internalized through residing in communities that routinely discriminate against individuals of non-majority sexual orientation. Extra care needs to be taken toward greater awareness to ensure no harm to a person's positive homosexual identity development is done to the client (Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Biases can appear both in subtle and overt manners, both of which are equally discriminatory (Alderson, 2003; Chung, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Alderson delineated signs that counselors are surreptitiously prejudiced against this population. Counselor difficulty remembering specific gay client information throughout a counseling relationship or avoiding topics that counselors find personally disturbing are clues of counselor bias. Additionally, over or underestimating the role of sexual orientation in the issue that a client presents may exhibit the influence a counselor's personal biases has upon one's professional role (Alderson).

Counselors' Lack of Preparedness for Working with GLB Clients

Counselors as a whole are undeniably ill-prepared to serve GLB clients. Throughout the counselor training process, no formal extensive training in working with gay, lesbian, and bisexual individuals is standardized for new professionals (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Alderson noted that across master's degree counselor psychology education programs the modal response from universities reflects just three hours of training on GLB issues. Such results

infer that professionals are unprepared to realize their own prejudices or identify and address the unique issues surrounding individuals marginalized for their sexual orientation (Alderson; Chung; McVannel; Pope & Barret; Pope et al.).

If the individual perceives that the counselor is misinformed or unable to understand the issues presented, the client will ultimately cease this relationship. Distrust and alienation would impede any further assistance the counselor could offer (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000).

Lack of Resources in the Profession

A major shift to include GLB career issues in the mainstream focus of career development research did not occur until the National Career Development Association Conference in 1994. At this event researchers presented the paucity of known information regarding GLB identity development, career development, and GLB issues and challenges. This panel engaged the profession in recommendations for areas of new or extended research and theory (Pope & Barret, 2003; Pope et al., 2004). Researchers now show evidence of more rigorous studies, better methodology, and more proliferation of published work in mainstream journals. However, an overall lack of good scholarly research still exists (Chung, 2003).

Regardless of recent advances, gaping holes still exist in the profession's knowledge of GLB issues, especially in the intersection of gay identity development and vocational identity development (Chung, 2003; Chung, 2001). Also, more research is needed in the area of multiple layers of oppression, especially relevant for GLB persons of color or of low socioeconomic status. Many forms of discrimination exist and influence identity development and decision-making (Chung, 2003; Chung, 2001). Additionally, lesbians remain underrepresented in research, while bisexuals are virtually ignored unless clustered with gay or lesbian issues (Chung, 2003).

In addition to better research, revisions to common career assessments are needed (Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). If sexual orientation is not considered in administering career assessment tools, or if the counselor is unaware of a client's orientation, results can be misinterpreted and therefore misleading or ineffective (McVannel; Pope, Prince, & Mitchell). Presently, reliability and validity concerns exist for these clients across a variety of assessments such as the Strong Interest Inventory, Myers-Briggs Type Indicator, Edwards Personal Preference Schedule, California Psychological Inventory, and Minnesota Multiphastic Personality Inventory (Chung; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Career assessments have many layers of potential discrimination

against GLB students through assessor bias, instrument bias, and interpretation (Chung, 2003; Pope & Barret, 2003; Pope et al., 2004; Pope, Prince, & Mitchell, 2000). Additionally, psychological testing was historically implemented to diagnose homosexuality as a mental illness. It is easy to imagine why GLB students may mistrust such instruments. More accurate instruments must be created to authentically serve GLB individuals (Chung; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell).

Interventions for Counselors and Career Centers to Assist GLB Students

Just as subtle and overt manners of discrimination exist, subtle and overt manners of supporting GLB individuals also exist (Alderson, 2003; McVannel, 2001). Such gestures are important due to the lack of GLB cultural space. This dynamic creates a silencing culture that rightly causes hesitation when approaching individuals and institutions. Therefore, subtle affirming messages that counselors and career centers can send may invoke conversations and healthy interventions. Conversely, the lack of subtle messages can indicate a homophobic environment (Alderson; McVannel; Pope & Barret, 2003; Pope et al., 2004).

On a basic level, counselors can show their support through becoming familiar with GLB cultures and developing cultural space (Alderson, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Simple tasks such as placing a rainbow flag or inverted pink triangle in plain view can send a positive signal. The notable placement of career-related literature and media publications supporting the GLB community or homosexual issues is also evident support (Alderson; McVannel; Pope & Barret; Pope et al.). Using language that reflects cultural sensitivity, such as identifying a significant other as a partner rather than a spouse, notes awareness in one's identification against heterosexism (Alderson). In addition, hiring openly GLB counselors, or having an office anti-discrimination policy implies a strong message of acceptance (Alderson; McVannel).

Specific strategies can also be incorporated to aid these populations through the career development process (Chung, 2001; McVannel, 2001; Nauta, Saucier, & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). It is essential to incorporate special programs on resume writing, informational interviewing, and job interviewing revolving around the disclosure of sexual orientation. Coaching students on how to come out to others, or to be implicitly out without disclosing one's orientation, helps students gain necessary tools for navigating work environments. Providing networking opportunities with GLB professionals, or internships with GLB business owners or colleagues may help students understand how their sexual orientation fits into their professional identity. Planning GLB job fairs, GLB job search support groups, or only allowing employers willing to abide by anti-discrimination

policies to recruit on campus are also overt manners of supporting these students. Lastly, students should be taught how to evaluate a work environment for gay-friendliness or the level of support and acceptance for diverse sexual orientations that they may encounter (Chung; McVannel; Nauta, Saucier, & Woodard; Pope & Barret; Pope et al.; Pope, Prince, & Mitchell, 2000).

Strategies for Higher Education to Assist GLB Students

Interventions stated for counseling should be extended throughout institutions of higher education (Alderson, 2003; McVannel, 2001; Nauta, Saucier & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). College and university campuses have been a source of both disempowerment and empowerment for GLB persons. In a survey conducted by the National Gay and Lesbian Task Force in 2001, of 1,669 individuals at 14 universities, 36% noted personally experiencing harassment due to sexual orientation in the previous 12 months. Twenty percent feared for personal safety and opted to conceal sexual orientation to avoid intimidation and violence. For some, campus climate has limited the expression of GLB perspectives, curricular initiatives, and research efforts (National Gay and Lesbian Task Force, 2004).

Conversely, many positive changes toward the treatment of GLB students stem from college campuses. Students expect a campus to be a safe place for exploration, including exploring the concept of sexual orientation. The educational environment can model acceptance and fairness, treating GLB students and organizations with equal policies and encouraging the pursuit of social justice. These environments can also educate heterosexual students on prejudice and heterosexism. Institutions can model equal business practices through human resources equal opportunity statements (Pope, Prince, & Mitchell, 2000).

College is often a time of development and change for GLB students (Nauta, Saucier & Woodard, 2001). Juxtaposing the processes of career, cognitive, moral, psychosocial, and identity development on top of homosexual identity development requires a strong support network from family and friends. Unfortunately, coming out may result in loss of support, and consequently, loss of self-esteem, self-efficacy, and overall well-being (McVannel, 2001; Nauta, Saucier & Woodard). Many gays, lesbians, and bisexuals find themselves in a precarious position between gay and straight communities, reinforcing the need for higher education institutions to create an embracing, positive, exploratory space (Nauta, Saucier & Woodard).

Campuses can show both outward and subtle signs of supporting GLB individuals (National Gay and Lesbian Task Force, 2004). Currently, only 2% of colleges and universities have GLB or gay, lesbian, bisexual, and

transgender/transsexual (GLBT) student centers. Supporting such centers, a GLB studies department, or including sexual orientation sensitivity training in orientation programs can help to validate the GLB presence on campus. Additionally, it is important to sponsor events or awareness campaigns, and provide sustainable support structures to assist GLB students in their tenure (National Gay and Lesbian Task Force).

Support during GLB identity development is often sought through networking and mentorship. Providing visible GLB staff and faculty and GLB allies may ensure that students feel accommodated and can openly seek out mentors (Nauta, Saucier, & Woodard, 2001; Pope & Barret, 2003; Pope et al., 2004). Nauta, Saucier, and Woodard's work showed that many students' GLB role models are not established through personal relationships, but rather are highly visible media stars. The search for role models outside one's personal relationships is consistent with the reported lack of support while making career and academic decisions (Nauta, Saucier, &Woodard). Institutions can do much more to ensure GLB students are networked with allies and mentors.

Conclusion

There are many challenges that confront gay, lesbian, and bisexual students as they advance in their career development. As Cass (1979) and D'Augelli (1994) noted, individuals are influenced strongly through social interactions. It is also evident that societal discrimination against GLB individuals occurs at individual, institutional, and structural levels. Discrimination and negativity must be realized, managed, and defeated for GLB students to realize both positive self-concepts and positive career concepts. Considering the evidence of the breadth and impact of workplace discrimination it is important to recognize the reality that this is a common issue that gay, lesbian, and bisexual individuals will most likely face. Being able to overcome these internalized negative messages from a heterosexist culture is an essential step to begin living a positive, healthy life.

Career counselors are an important link to aid GLB students' specific needs and concerns with an unbiased, well-informed perspective (Alderson, 2003; Chung, 2003; McVannel, 2001; Pope & Barret, 2003; Pope et al., 2004). Many GLB individuals do not fully acknowledge their homosexual identity until they are late adolescents or adults (Alderson; McVannel). It is also during this time that individuals seek out career opportunities and will need the support of counselors. Counselors can more fully prepare individuals to gain awareness of the realities of the workplace and build strategies to address this discrimination. Additionally, as each individual moves through

identity development and conceptualizes biases in a different manner, counselors must be able to respond to these resultant stresses and emotions through continuous career counseling (Alderson; McVannel).

Lastly, higher education institutions need to provide supportive and engaging environments for all students to explore sexual orientation. Services and resources must be established, modeled, and reinforced in order to carve out cultural space for this invisible minority. Colleges and universities must provide qualified and compassionate career and mental health counselors to support GLB students through their collective development.

In conclusion, there is significant evidence of GLB students' struggle to overcome barriers in achieving a positive gay self-concept and movement towards a healthy career concept. It therefore becomes equally important to provide support and resources for this population. Career counselors can become a vital asset to this campaign through their dedication to working with students. Only in a collective effort will the voice of this invisible group begin to be recognized.

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Wabash College: Her Square Dances with Coeducation

Robert W. Aaron

Wabash College, founded in 1832, is one of the few remaining all-male higher education institutions in the United States. This historical study explored how Wabash discussed the issue of coeducation in square-dance form, always returning to its starting point of remaining an all-male institution. There were three major dances with coeducation during Wabash College's 174-year history. Each dance was considered in turn along with a discussion on the national historical context during each time period.

I dedicate this paper to the memory of my father, William H. Aaron (1932-2004). His insights on coeducation and his guidance on the historical context were significantly helpful while writing the initial draft of this work.

Wabash College, founded in 1832 at Crawfordsville, Indiana, remains one of the few all-male liberal arts colleges in the United States. Institutions of higher education in the United States were initially founded as men's colleges, even during a time when women were just beginning to gain access to higher education (Solomon, 1985). Over time, many of these all-male institutions started to accept women due to social activist movements, lack of finances, or lack of male students during times of war (Rudolph, 1977; Solomon). At several times throughout her[1] history, Wabash College danced with the idea of becoming coeducational. Yet each time the end result of these considerations was a Board of Trustees' decision to remain all-male. Today Wabash remains a successful, popular, and highly-regarded all-male liberal arts college despite the disappearance of most all-male colleges. Given these changes, how has Wabash College remained an all-male institution throughout her 174-year history?

Wabash has had several square dances with coeducation. Square dances are distant, cordial, surface-level, and relatively short; the participants need not know each other very well in order to successfully square dance together. The key aspects of a square dance are: (a) the dancers meet all others who are attending the dance, (b) there is a leader who tells the dancers what to do at all times and, most important, (c) they usually end up in the same place in which they started. The square dance metaphor

1 Wabash College students, faculty, and staff use the feminine pronoun when describing the college.

describes Wabash's repeated considerations of coeducation. Those in charge expressed their views, as the leaders of the dance; the issue of coeducation was carefully considered by the constituents, as the dancers themselves, and each consideration of coeducation finished back at the starting point of remaining all-male. Each of Wabash's square dances with coeducation was sparked by a different catalyst that related to the institution's context in greater society. While the reasons for remaining all-male were framed differently during each dance, the College's continued commitment to maintaining the single-sex culture ultimately saved Wabash from financial or instrumental failure on several occasions.

The purpose of this study was to explore three major considerations of coeducation at Wabash College: during the 1890s, the 1970s, and the early 1990s. The national context during these times is discussed so as to provide a picture of outside influences that may have shaped the decision to consider, or not to consider, coeducation. Direct causation between the outside events and the College's decisions to explore coeducation is not inferred. However a relationship exists between the two, and this study will discuss these associations accordingly.

This paper is not intended to be a comprehensive history of Wabash College. Rather, it uses historical documents and other compiled sources to help frame the context of the exploration of coeducation. Specific moments in Wabash's history are examined in an attempt to describe the present ethos of engagement and success that is so well-defined today by her all-male nature. While it may appear that certain periods of time in United States history are skipped, for example the 1950s and 1960s, it should be understood that this paper highlights national and world-wide events only during times when coeducation was discussed at the College.

Wabash College Today

This historical study begins with a brief view of the current state of affairs at Wabash, as it is her history that directly influences her major defining factor as an all-male college. Wabash is a respected, competitive institution with a rich history, but she would be a different place if she were coeducational.

While the students may not interact with women as fellow classmates, something that concerns many of the faculty members (Kuh & Kinzie, 2003), the environment allows for a remarkable amount of freedom of thought and personal expression. At Wabash, men are able to express themselves in ways that are normally not acceptable in American society. Students frequently use the word "love" to describe how they feel about the

school and about each other. They indicate they are able to laugh and cry together without inhibitions. They discuss differing opinions with each other, allowing for respect even when disagreeing. Perhaps these students are not learning the full spectrum of interpersonal communication skills, namely daily interactions with women as peers. However, by putting aside common societal constraints these students are granted a richer and deeper learning experience, perhaps on a more personal level than they would attain at a coeducational institution.

Further evidence of the richer and deeper learning environment is seen in Wabash's results on the National Survey of Student Engagement (NSSE), which measures the extent to which students are actively involved in the college process, both academically and socially (Kuh, 2002). Wabash is a highly engaged institution where the students are active participants in the learning process. Students and faculty report Wabash is an academically challenging college, but this challenge is supported by a high amount of intense student-faculty interaction (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). Students indicate they can express themselves freely in their classroom interactions due to the all-male culture, and this freedom allows them a deeper academic experience. Seniors indicate they would never change the all-male aspect of the College. In fact, this one of Wabash's greatest assets (Kuh et al.).

The Square Dance Begins: 1832-1900

Wabash College was founded in 1832 when all-male colleges were the norm. Oberlin College, the first coeducational college, was founded the following year and was considered to be innovative and different for the time (Solomon, 1985). This is not to say the idea of coeducation had never been explored as an option for Wabash. On the contrary, it was a question raised among the founders of the College in her very early days. Caleb Mills, the first professor of the College, wrote a letter to trustee Rev. James Thomson, minister at the Crawfordsville Presbyterian Church, in 1833 asking if there were intentions to "have a female department connected with the college?" (Mills, 1833). The answer was no, but the fact that there was this early consideration is worth noting at such a crucial time in the College's inception. The first official dance with coeducation was as early as Wabash's first year.

Starting in the 1860s, there were several minor considerations for Wabash to admit women by the Board of Trustees, the faculty, and the residents of Crawfordsville. In 1868, twenty-three local women applied to Wabash and were refused admission since it was not the College's policy to

accept women. The response letter from the College representatives said they offer "their sympathy" to these women. The applicants responded by writing a letter to the editor of the local newspaper:

> Sympathy! Twenty-three women, to whom their rejection cut away the last hope of receiving an education, did not request, did not wish their sympathy when it deprived them of their just rights. Women are already 'sympathized with' too much by those who stand afar off and refuse to help them. (23 Crawfordsville Women, 1868, no page number)

Nevertheless, the College did not grant them, or any other women, admission at that time. There were other options relatively nearby for educating women. For example, the first women were admitted to Indiana University in 1867 (Indiana University Alumni Association, 2000), but it is unknown if any of these Crawfordsville locals decided to travel the 90 miles to Bloomington for their education after their rejection from Wabash.

Soon thereafter, Wabash's President Joseph Tuttle presented his views on coeducation during a Baccalaureate Discourse to the class of 1872 (Tuttle, 1872) discussing possible changes to College curricula and coeducation. He acknowledged that coeducation was a concept that educators around the country were discussing at the time. His opinion was, "...the general rule is that for her own sake, and also for the sake of society, a woman needs a training that is different from that given in our colleges" (p. 8). A college education would "damage her womanly qualities and put her health in serious peril" (p. 8). The point of view at the time appeared to be that women and men had different roles in society, and there was a perception that a college education did not help a woman attain that role. In addition it appeared the common belief was that women's bodies could be physically damaged, somehow, by attending college.

The 1880s and 1890s proved to be the start of a shift during which serious consideration was given to the concept of coeducation. Many reasons for the continued discussion of coeducation were related to issues of money, while others addressed issues of providing a true liberal arts experience. In 1882 an article was written in *The Wabash*, the College's journal, about coeducation ("Coeducation," 1882). The general focus of the article was that it was not a good time to accept women into the College. However, the author began to consider the practical issues of economics: Wabash's all-male culture does not allow for brother-sister combinations to attend the school together. "But what about the schools where an older brother attends with a younger sister, as a shepherd? Isn't Wabash missing out on this ability to have twice the income from one family?" ("Coeducation," no page number). This is the first instrumental discussion of coeducation that marks the first dance with coeducation: a several-year period in which coeducation

for Wabash was discussed seriously.

Other institutions were also warming up to the idea of coeducation during this period. For example, in 1897 the president of The Ohio State University indicated he could see several positive aspects of coeducation, namely that equal training "takes the simper out of the young women and the roughness out of the young men" (Lucas, 1994, p. 157). It was a mere 25 years prior when institutions were discussing keeping the sexes separate, but as the twentieth century approached, institutions appeared to discuss coeducation with a more open mind. Wabash followed suit accordingly, as the Board of Trustees very seriously considered allowing women to attend in the 1890s.

During the early 1890s, trustees Daniel Pratt Baldwin and Simon Yandes lobbied for coeducation (Osborne & Gronert, 1932). Wabash's archives hold several letters of correspondence between board members that discuss coeducation's merits. Judge Baldwin's letters to the Board written during the time when he was in Cairo, Egypt outline his passion for coeducation (Baldwin, 1891). While he believed women should be housed off-campus in "God-fearing families' homes," he did say, "the influence of ladies on the college would be both refining and stimulating" (no page number). Another trustee, M. L. Harries, wrote a similar letter to the President of the Board (Harries, 1891) indicating his preference for a coeducational environment, but only under certain conditions. He called for a separate dormitory, similar to Cornell's "Sage College for Women," and also for a substantial donation to the College's endowment to provide additional salaries for more professors. Baldwin and Harries were two trustees who carried the search for coeducation into the next several years, and they act as the leaders of this first major dance. Others shared their sentiments in the early 1890s. Faculty, some alumni, and even Crawfordsville residents saw the addition of women as bringing in additional revenue sources to the town (e.g. boarding houses) (Osborne & Gronert).

The Board was to deliberate the issue on four different occasions in the 1890s: 1891, 1894, 1897, and 1899. The first two times the Board decided to "indefinitely postpone" the discussion of coeducation (Osborne & Gronert, 1932, p. 209). They danced around the issue for several years. However, in 1897 a survey was sent out to alumni asking for their opinions on coeducation. About half responded and a small majority was in favor of coeducation. The president at the time, George Stockton Burroughs, was also in favor, but the final decision on this was to be determined by the Board of Trustees. Another dance was about to begin at this point, when the meeting in which the aforementioned letters from Baldwin and Harries were addressed. The resolution made by the Board was a) to remain all-male, and also b) to

consider a coordinate agreement with a women's college, were one to be created at Crawfordsville. In spite of what may appear to be movement in the direction of considering coeducation, the board emphasizes that it "...declares itself opposed to unconditional coeducation" (p. 209). However, it appointed a committee of the citizens to explore possible funding sources, should the coordinate coeducation opportunity arise. The square dance of 1897 ended, but it was the first dance on record that ended on a slightly different note from the others, as a serious exploration of coeducation's issues began.

Two years later, the citizens' committee finally held a public meeting about their research. They determined it would take $100,000 to begin a coordinated program for women at Wabash. A sweeping resolution came out of the committee at this point to *immediately* become coeducational.

> And then a dam seemed to break. Mr. Peter S. Kennedy, leading lawyer, proposed a substitute to the official resolution...making it a vigorous, if not a violent, demand for straight and immediate coeducation. His amendment provided that the trustees of Wabash 'should, at once, open the doors of that institution to all young ladies who may wish to attend it' on exactly the same terms as young men. (Osborne & Gronert, 1932, p. 210)

This comprehensive change was received well by the other citizens in attendance, and seemingly the Board of Trustees agreed it was a solid decision. For the moment, the 1899 dance with coeducation appeared to end differently from earlier dances, at least from the point of view of the Crawfordsville citizens.

However, while the citizens were having a successful discussion about the benefits and feasibility of coeducation, the College was going into a decline under the reign of the current president, George Burroughs. Burroughs resigned his position in 1899 because he apparently *lost* the fight for coeducation (Osborne & Gronert, 1932). He was in office for seven years during this time of intense discussion of the coeducation issue. The start of his presidency was very strong (Trippet, 1982). "He wanted to make changes in the academic character of Wabash" (p. 3). For instance, the creation of the College's Phi Beta Kappa chapter in 1898 is attributed to Burroughs's work.

But enrollment declined during the Burroughs years due to an elimination of the College preparatory department in light of successful local high schools (Osborne & Gronert, 1932). In addition, nearby state universities began to grow exponentially, including Indiana University, Purdue University, and University of Illinois. Finally, the Board's lack of decision-making ability on the subject of coeducation did not help with enrollment and discouraged annual giving:

> [These circumstances] also worked to discourage donations to the endowment fund: if education in the future was to be the work of public high schools and state universities, why give money to a private institution? And why give money to a college so ungenerous as to exclude women from its benefits? (Osborne & Gronert, 1932, p. 221)

Unfortunately many of these circumstances surrounding the decline in enrollment were merely societal, circumstantial, and beyond the control of the president. While he had support of the citizens, the declining enrollment and the growth of other nearby institutions kept the Board in a perpetual square dance. Burroughs decided to resign in 1899, taking a professorship at, of all places, Oberlin College, the original coeducational institution.

The Dance Card is not Full: Coeducation at Wabash 1900-1970

Compared to the number of times Wabash danced with coeducation during her first 70 years, there is a surprisingly small amount of information in the Wabash archives on the subject of coeducation during her second 70 years. Perhaps Wabash had grown comfortable in her role as an all-male liberal arts college, surviving as one of the few options for all-male colleges in the twentieth century. One may expect to find subsequent dances with coeducation coinciding with key points in American history such as the turn of the twentieth century, World War I, the Depression in the 1930s, World War II, and in the late 60s and early 70s during the Civil Rights Movement. While Wabash engaged in some of these dances, she surprisingly did not discuss coeducation during times of major national hardships: namely during World War I, the Depression, and World War II.

Instead, the College found innovative ways to save herself during these difficult times. The events of World War I took many college students away from their campuses to enlist with the military. Wabash noticed a decrease in enrollment, but the Secretary of War during this time, Newton Baker, met with men's college presidents to agree upon a minimum enlistment age.

> It was agreed that except in case of urgent necessity no such student should be called into active service before he was twenty-one. The plan seemed to meet the two-fold purpose of saving the lives of the colleges and building up at the same time a useful reserve of officer material (Osborne & Gronert, 1932, p. 324).

There is no documentation supporting discussion on coeducation as a mode for maintaining numbers of students in the College.

During the Great Depression, Wabash experienced financial hardships along with other institutions of higher education across the country (Lucas, 1994). Many colleges and universities endured major curriculum cutbacks

and decreases in the number of faculty members (Rudolph, 1977). Wabash was not immune to these issues, but the College and surrounding community found innovative ways to band together and help students stay in school. First, citizens of Crawfordsville found students small jobs to help offset college costs. "Alumni who were students then recall, with warm praise, the many Crawfordsville townspeople who went out of their way to find jobs for them" (Harvey, 1982, p. 99). It is no surprise that the town helped the students during this difficult time, as Crawfordsville residents seem to take great pride in Wabash College. The town was settled only 10 years prior to the College's founding (Cline, 1991), therefore the town's history is closely tied to that of the College.

Second, Wabash took a risk by attempting to help her own student body financially. "The college loaned money to hard-up men and it offered grants-in-aid, burdensome to the school's financial condition but an essential form of relief to many students" (Harvey, 1982, p. 99). The College was willing to take on financial hardships in order to save her students, and this risk was yet another innovation during hard times. In addition, Wabash benefited from the National Youth Administration's funding for part-time work, starting in 1935 and lasting for eight years until World War II. Through this program, the College was able to provide part-time jobs to college students. As a result of these innovations, the subject of coeducation for purposes of maintaining Wabash's financial viability was not discussed during this time.

A dramatic change came to Wabash during World War II when it became a military training institute for seven years.

> During those seven years the civilian student body became steadily smaller; the faculty was reduced by service enlistments, and those who remained accepted greatly increased responsibilities; the administration obtained and accommodated a unit of the Navy College Training Program (V-12); activities labeled "extra-curricular" virtually disappeared; the normal functions of the college were generally distorted. (Harvey, 1982, p. 109)

The V-12 program brought more than 300 men to Wabash in addition to the approximately 300 civilian students who were still on campus (Harvey). By 1945, nearly 700 military men were being trained at Wabash and only 10 civilians remained on campus (Cline, 1991). During this time Wabash's president Frank Sparks took a one-year post in Washington, DC to assist with the war effort as chairman of the national Bureau of Manpower Utilization. At the end of his one-year term, he came back to Crawfordsville to run the College, business as usual. As quickly as the program started at Wabash, it ended with commencement in 1946 and the end of World War II. Clearly this was a time of major change and challenges for the College, but

once again due to innovations, there was never any mention of coeducation during this time. The Navy V-12 program sustained Wabash during a time when a third of her previous population was away fighting in the war (Harvey). Remarkably, there was no need to host a square dance with coeducation during World War II.

Perhaps Wabash has a great deal of luck, or perhaps the Board was intentional about keeping her all-male status. More likely than not, it simply never occurred to the students, faculty, or trustees to consider admitting women during these hard times. Wabash continually found methods of surviving the major hardships in our country's history without needing to change one of the most fundamental aspects of this school. The men-only educational culture remained the same at Wabash, while numerous other schools needed to change during these times.

Square-Dancing Fever: Coeducation at Wabash in the 1970s

It is not clear what re-opened the dance floor for exploring coeducation in the 1970s; there was probably no single event that sparked this discussion. Rather, the dance started again most likely due to the national events occurring around this time. The story of Wabash's square dances with coeducation in the 1970s is largely the same as it had been in the past. Due to societal influences, the Board of Trustees formed a committee to explore the issue. Once again, the Board ultimately decided that Wabash would remain all-male. The distinctive factor during this round, however, was that the catalyst for agreeing to enter the coeducational dance floor was an intangible feeling on campus that this issue should be explored. Wabash's archives contain documents surrounding the publicity that was generated from the committee's work (newspaper articles, for example), but nowhere is there information on *why* the committee was formed during this time.

At other schools, literature on women's studies was increasing in the 1960s and 70s (Lucas, 1994). Also, the number of women attending college increased significantly during this time. "The changing complexion of the student population – women already made up slightly more than half of all undergraduate enrollments nationwide – added momentum to the campaign for integrated courses" (p. 247). Solomon (1985) adds that the number of women in higher education was increasing, and their voices were being heard:

> [T]he late twentieth century sees changes in women's attitudes, expectations, and demands.... [W]omen by the 1980s increasingly realized the necessity of public recognition and governmental response to blatant and less obvious inequities. Thus, women rediscovered the importance of working together. (p. 206)

The issue of women's rights was a hot topic in the 1970s, and it fueled many discussions and debates about the role of women in higher education during this time (Solomon).

The Study Committee on the Education of Women at Wabash conducted a survey of alumni (Shearer, 1971) similar to the exploration in the 1890s. They received a 50% response rate through a mail-in survey, a notably high response. The majority of alumni supported maintaining the all-male status of Wabash, but the attitudes were more divergent than in the 1890s survey. Shearer indicates three themes that arose from the 1971 survey's subjective comments: (a) one small group was strongly against keeping things the same; (b) a second group was "not convinced that the environment would be improved by the addition of women to the campus," (p. 7) but they would be willing to explore coeducation if it meant ensuring a stronger financial base for the College; and (c) the largest group wholeheartedly felt the College should remain all-male, but they would be willing to change that if it meant the school would survive a financial crisis. Eleven percent of the alumni were undecided on the issue, as were the students and faculty when questioned via similar surveys.

There was more variance in the responses this time around the coeducation dance ring, but the Board of Trustees yet again brought the issue back to square one with its decision to remain all-male. However, the reasons for maintaining the campus's all-male status are markedly different. In 1973 John Collett, the President of the Board of Trustees, and Thaddeus Seymour, the college's president, summarize the Board's reasons as wanting to stick with the "singleness of purpose: traditional undergraduate education in the liberal arts to prepare men for leadership in a free society." Second, they viewed that staying all-male "contributes to the diversity in higher education and freedom of choice for students." They viewed Wabash as offering a different option in the high school students' array of choices. Third, the addition of women would change the culture on campus drastically, either by reducing the number of men in half or by increasing the College's size by 60%, neither of which were desirable changes to the current cultural context at the time. Finally, the strongest indicator of the times in which this vignette is set: "The Board has voted *for* Wabash to remain a men's college, not *against* coeducation" (Collett & Seymour, 1973). The board members acknowledge that coeducation is important, but they do not believe it fits into the Wabash culture. With this open letter to the Wabash community, the Board decided to kick off a capital campaign in which it had plans to raise $32,000,000 by 1976 ("Wabash remains male-only," 1974). Perhaps the Board wanted to use the energy from this dance with coeducation to turn over a new leaf for the College. Or, perhaps this campaign was a good way

to move on from the entire issue of coeducation altogether. Baker (1982) believes this is so: "And [the Board] recommended, rather wistfully perhaps, that 'this action be definitive' – more bluntly, that the question of coeducation at Wabash go away" (p. 181). However, the dance continued onward during the next two decades in spite of this recommendation.

The Square Dance Continues into the 1980s and 1990s

Scholars often argue that we have little historical perspective on events that occurred within the last 30 years (A. Walton, personal communication, September 2003). However, it is important to highlight the more recent dances with coeducation at Wabash during the late 1980s and early 1990s to gain a better understanding of how Wabash's history has shaped her present-day culture.

Several important events occurred on campus or in the country that may have a relationship with the decision to further the exploration of coeducation. First, the *New York Times* published an article (Maeroff, 1984) that discusses the disappearance of all-male colleges. At the time of this article, the author indicates only two non-military schools remained all male: Wabash and Hampden-Sydney College in Virginia. Washington and Lee University, also in Virginia, had just become coeducational that year. Around this time, Wabash was exploring offering courses in women's studies. In 1986 and 1987 they hosted a "Women's Week:" a series of educational programs around women's history ("Studying womankind: At all-male Wabash, females are the one-week sex," 1987). This was an effort on the part of the faculty to educate this all-male campus about women's issues. The program was well-received in campus newspaper articles and editorials, and it sparked debates about whether or not men are prepared to interact with women upon their departure from Wabash (Stegman, 1986). These healthy discussions were part of the College's rich intellectual culture. It is not clear if the program continued far beyond 1987, however.

This time the faculty members were a major catalyst for starting the dance, when in 1986 they sent around a petition asking to explore coeducation (Wabash College Faculty, 1986). Perhaps the heightened awareness of women's issues from the Women's Week programming is what started the dance this time, coupled with the fact that there were now very few all-male colleges left in the United States. In 1990, another committee was assembled by the Board to review coeducation, but this time it was a faculty board that presented an "educational case for admitting women" to Wabash (Wabash College Faculty, 1990). It indicated the College's mission, majors, and diversity initiatives would not have to change in order for the school to

accommodate women. Still, the final word from the Board was, "Wabash is best able to maintain its contribution to and reputation for superior liberal arts education by remaining all-male for the foreseeable future" (Goering, 1992, no page number). It is clear that by this time in Wabash's history, the Board believed a change away from an all-male institution would have created more of a hardship for the College's student culture than it would have improved the students' liberal arts education. Based on these reports and on more recent anecdotal evidence (Kuh & Kinzie, 2003), the dance appears to be over, and no one wishes to start it again any time soon.

Conclusion

Three major dances with coeducation at Wabash College were explored in this study: in the late 1800s, during the 1970s, and again in the 1990s. While other institutions of higher education were becoming coeducational due to financial constraints or during times of war, Wabash's considerations of coeducation were solely based on intangible changes in American society and culture that warranted discussions of issues related to the education of the sexes. The discussion seemed to become more heated as time went on, and yet the final decision by the Board of Trustees each time was to bring the dance full-circle back to remaining all-male.

Present-day faculty members who worked at Wabash during the 1990s indicated that the discussions surrounding coeducation "nearly ripped the campus apart" (Kuh & Kinzie, 2003). More than 10 years later, the faculty members still remember the tension the discussions caused, but they are now reporting the College is better off in the long run. Perhaps the recent discussion created a stronger commitment to single-sex higher education. The all-male nature of the College appears to be the glue that binds the students together, and this helps create the rich and competitive, yet supportive, environment valued by students, staff, and faculty.

The college experience needs to provide a slice of the proverbial real world to students in a safe environment where they are allowed to grow, learn, and form their own opinions. When a college limits the manner in which a mind can grow (for example, a religious institution that does not allow for exploration in other religions), then it may be impossible for students to learn about fitting into the larger society after graduation. How would that type of environment prepare a student for adult life after college? It is a disservice to college students when they are unable to learn about the diverse world while exploring early adulthood. On the surface, Wabash's all-male culture would appear to hinder a student's development of interpersonal relationships with female peers and thus not prepare him to survive in the

world beyond college.

However, when analyzing the history of coeducation at Wabash, it is clear that she should remain all-male. Wabash College provides a haven for a man to learn about himself in relation to larger society. It offers the opportunity for rich academic thought, for steep competition balanced by an environment of respect and support, and for freedom to take risks without fear of embarrassment. Present-day administrators and faculty are quick to say that Wabash is not for everyone, and students often mention that their time at Wabash is one of the most difficult and challenging times in their lives (Kuh & Kinzie, 2003). While Wabash students may not learn about everyday interactions with women as peers during their college experience, they are learning how to respect differences of opinion, they are developing a strong work ethic, and most of all they are learning self-reliance and self-awareness that American society often does not permit men to learn. These are skills that can be applied to interacting with anyone. There is no "typical male" model that these men need to follow. Instead these students are free to learn about adulthood in an environment that teaches them techniques which guarantee success as adults. Another square dance with coeducation would just bring Wabash College back to the same starting point again,

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Facebook and College Students' Development of Mature Relationships

Katie Dickman, Emily Dutton, Corin Gioia, Laurie Oberhausen, & Becky Ravensberg

On college campuses across the country, students are spending hours of their time on the social networking website, Facebook. This study employed a qualitative approach to understand if Facebook affects social development among undergraduate students at Indiana University Bloomington (IUB). Using a focus group of seven students, researchers gathered information regarding Facebook in relation to mature interpersonal relationships as stated in Chickering's fourth vector of Identity Development.

Today's college students are being "poked" and solicited by their friends, peers, and sometimes strangers – online. This is happening on a social networking website, www.facebook.com (Facebook). Poking is a way of greeting others online. Facebook is organized much like traditional school facebooks – small books with information for students about their classmates, including photos and interests (Metz, 2004).

Facebook was created in February 2004 by two students at Harvard University, Mark Zuckerberg and Eduardo Saverin, who wanted to create a website that would connect students on the Harvard campus (Feeney, 2005). Today, the site has more than 3.8 million registered college users from 1,531 different North American colleges (Facebook). Facebook is viewed over 100,000 times a day at Indiana University (Facebook). Not even two years old, it has become an obsession among college students (Vanscoy, 2005; Rice, 2005).

They use it to send messages to friends, reconnect with people they met outside the classroom, and search for fellow students with particular characteristics. These personal traits range from political affiliation to involvement in student organizations. It has become a crucial aspect of some students' lives and their social interactions.

Erikson (1950) stated that the period between the ages of 18 to 22 is a critical time for people to develop the ability to create strong interpersonal relationships. Therefore, this study utilized participants who are traditional aged college students. The purpose was to understand if Facebook affects social development among undergraduate students at Indiana University Bloomington. Specifically, the authors framed the study using the fourth vector of Chickering's Theory of Identity Development, known as Developing Mature Interpersonal Relationships (Chickering & Reisser, 1993). The fourth vector pertains to the development of lasting, intimate relationships as

well as a tolerance and appreciation of differences. Using a focus group, the researchers developed questions which probed students about their types of relationships, with whom these relationships exist, and if Facebook relationships are similar to or different from other relationships.

Literature Review

Due to its recent creation, research on Facebook is limited. Therefore, the authors use existing research regarding online communication, online communities, and student development theory about mature relationships. This research directly relates to the purpose of the study: to find out if undergraduate student communication via Facebook has an effect on their social development during college.

Online Communication

Research indicates that virtually all college seniors have used the Internet during their college careers (Finn, 2004). The Internet affords students many benefits including academic and social outlets. However, research regarding the effect of online communication among college students has yielded mixed results. Harris (2000) argued that increased time online is negatively correlated to the amount of time spent in face-to-face interaction. With Computer Mediated Communication (CMC), nonverbal cues are nonexistent which lead to misinterpretation and misunderstandings (Vicario, Henninger, Austin, & Chambliss, 2002). It has also been suggested that online environments, such as e-mail, instant messaging, and chat rooms, promote a "false sense of intimacy and misunderstanding of intentions" (Finn, p. 470).

Conversely, research exists that supports the idea that CMC is no less personal or effective than face-to-face communication. The Social Identity and Deindividuation theory suggests that CMC participants use social categories, the presence of social norms, and photographs to develop impressions of others when traditional non-verbal cues are missing (Tidwell & Rather, 2002). The lack of traditional nonverbal cues in CMC allows online communicators to proactively self-disclose information and participate in more intimate exchanges than one normally would in face-to-face communication (Tidwell & Rather). Online interaction increases the efficiency of relaying information and creates a broader forum in which people may express themselves (Vicario et al., 2002).

Online Communities

The issue of online communities in the context of higher education is being explored by researchers (Palloff & Pratt, 1999). Such communities differ from traditional social networks in several ways. Palloff and Pratt

noted that "community is no longer a place-based concept" (p. 21) as a result of the information age. The advent of the Internet has torn down the once inevitable restrictions of time and place that framed communities. Another unique characteristic of an online community is the notion that it is primarily text-based (Johnson, 2001). This allows individuals to act differently than they do in the context of a traditional face-to-face interaction. Johnson noted that it has a particular impact on introverted students who may be reluctant to participate in a traditional setting, but are advantaged by the faceless format of the online community. Research about online communities is significantly limited because its primary focus in higher education is on the electronic classroom as opposed to social exchanges enabled by Facebook. Wellman and Gulia (1997) also noted that researchers often treat online communities as if they exist in a vacuum rather than looking at how online interactions fit into the rest of a student's life. Facebook falls into this category because few students limit their social interactions exclusively to online environments.

Student Development Theory

The study is framed using the fourth vector of Chickering's Theory of Identity Development, Developing Mature Interpersonal Relationships (Chickering & Reisser, 1993). The Theory of Identity Development consists of seven vectors created by Chickering that are used as conceptual lenses to understand student development, specifically identity development. Practitioners can use the seven vectors to understand developmental patterns and assist students in an individual and appropriate approach specific to each student. The Theory of Identity Development is a tool that can be used to guide students toward establishing an identity, managing emotions, and developing relationships (Chickering & Reisser).

According to Chickering and Reisser (1993), in order to advance the development of one's identity, one must develop mature interpersonal relationships. The two main tasks associated with this process are having a tolerance and appreciation of differences and a capacity for intimacy. Both tasks involve "the ability to accept individuals for who they are, to respect differences, and to appreciate commonalities" (Evans, Forney, & Guido-DiBrito, 1998, p. 39).

Chickering and Reisser (1993) suggested that students' separation from those who are different from them is neither possible nor desirable. The developing student will reach a level of maturity in which more emphasis is placed on "the common good" than on any feelings of superiority (Chickering & Reisser, p. 160). A fully developed student will not only accept and respect the differences among individuals, but will be interested in exploring those differences further and value them.

In addition, Chickering emphasized the need for students to develop a capacity for intimacy (Chickering and Reisser, 1993). Sustaining intimacy involves self-awareness, spontaneity, self-confidence, support, and communication. Because intimacy is the central development task for 18-22 year olds (Erikson, 1950), this is an important area of development for traditionally aged college students. At this age, students may have already developed some interpersonal skills, but they have not had the opportunity to create or understand the kind of lasting relationship that enhances personal growth and can be sustained for a lifetime (Chickering & Reisser). Prior to attending college the majority of students have only interacted within a homogenous environment. Therefore, students will enter this vector without a true appreciation of differences or an understanding of their own biases. At the beginning of this stage, students are more inclined to adhere to stereotypes and are concerned with being socially accepted (Chickering & Reisser; Weathersby, 1981).

According to Chickering, students developing their capacity for intimacy learn to balance their time alone, with friends, and with a partner. Their relationships are reciprocated and have a high level of trust, openness, and stability. Students developing a capacity for intimacy will take the initiative to make new friends that "nourish and enrich all aspects of the self" (Chickering & Reisser, 1993, p. 172). Developed students will maintain and honor existing relationships while continuing to work on areas of personal development.

Methods

The researchers used a one-hour focus group of registered Facebook members to gather personal usage information. Participants gave the researchers permission to use their online profile information in the study. Users present information about themselves and their associations with others in their Facebook profiles. This information can be viewed by all Facebook users at the institution.

The researchers analyzed the content of the conversation from the focus group session. This interview structure was flexible and allowed direct contact between the researchers and the participants. This flexibility allowed participants to talk about topics relevant to them, their use of Facebook, and their thoughts regarding online relationships. The qualitative methods afforded the researchers the best opportunity to get at the core of the students' feelings (Bogdan & Biklen, 2002; Patton, 1990).

Participants

The convenience sample consisted of seven undergraduate students at

Indiana University Bloomington (IUB). The following were requirements for student participation: students had to be registered Facebook users on or before the first day of fall semester classes, enrolled as full-time undergraduate students at IUB, and between the ages of 18-23. Because this study focused on the areas of intimacy and appreciation of differences, it was logical to choose an age group where intimacy is the central developmental task (Erikson, 1950). In addition, the researchers looked for the impact of Facebook on a traditional aged IUB student as they are the most likely users.

Each researcher contacted several students and requested the names of candidates meeting the designated qualifications. After narrowing candidates to a smaller sample, diverse in age, gender, race, and involvement as reflected in their Facebook profile, the researchers contacted them via email. The email contained the specifics of the study and asked for their participation. This convenience sample technique produced a purposive group of subjects recommended by undergraduate students with whom the researchers were currently acquainted. Sampling procedures similar to snowball sampling are useful when specific characteristics are necessary in the participants (Fraenkel & Wallen, 2003). Basing the procedure on snowball sampling aided in obtaining a convenience sample of individuals (Creswell, 2005). Each participant was informed of the purpose of the research and gave written consent to participate in the study.

The focus group contained:

- Adam, a male sophomore and member of a fraternity who reports logging onto Facebook two times per day on average, has over 250 Facebook friends at IUB, and friends located at over 50 other institutions
- Kim, a female senior who lives off campus and reports checking her Facebook profile between three and five times per day
- Max, a male senior who lives off campus and reports logging onto Facebook once per day, and has over 40 Facebook friends at IUB
- Lola, a female senior who lives off campus and says she logs onto Facebook twice per day, has over 230 Facebook friends at IUB, and is a member of over 15 Facebook groups
- Lyndsay, a female junior who lives off campus and reports checking her Facebook account once per day, has close to 100 Facebook friends at IUB, and is a member of over 15 Facebook groups

- Kelly, a female junior who is a member of a sorority and reports logging onto Facebook approximately once per day (but used to be much more active), has 33 pictures uploaded of herself and friends, and over 280 Facebook friends located at IUB

- Brandon, a male junior who lives off campus and who averages logging onto Facebook 10 times per day, has over 260 Facebook friends at IUB, and friends located at over 40 other institutions

Each student reported possessing either a computer or a laptop, with one participant possessing both. Creation dates of their Facebook profiles ranged from September to November of 2004; thus participants had roughly equal time and experience utilizing their accounts. When responding to the question, "Why did you register with Facebook?" more than half the students mentioned a personal invitation to join from a friend in order to reconnect with old acquaintances and meet new people.

Data Analysis

The focus group was audio taped for accuracy and transcribed for analysis. In analyzing the data, researchers looked for themes relating to students' development of mature interpersonal relationships. The researchers followed a technique described by Fraenkel and Wallen (2003) where the researchers become familiar with the information collected and allow the categories to emerge. A commonly used technique of coding is "emergence and interrogation of theory from data" (Richards and Richards, 1994, p. 168). For this study, the researchers employed the "emergence and interrogation of theory from data" method because it is aimed at generating concepts related to a specific theory or framework (Gough & Scott, 2000, p. 341).

Results

After careful analysis of the data, the researchers discovered seven themes relating to a student's development of mature interpersonal relationships. The researchers labeled each theme based on language taken from the focus group dialogue. Using the themes outlined below, the researchers were able to evaluate if Facebook has affected college students' development of mature relationships in accordance with Chickering's Theory of Identity Development.

Facebook Friend = Superficial Friend

A common theme that emerged from the discussion among all participants was that many of the relationships on Facebook are superficial. Even

the students who identified ways in which Facebook helped create more significant relationships acknowledged that many were superficial. One of the main features of the website allows users to ask others to be a "friend." If the person accepts, both people will be listed on one another's Facebook homepage as friends. Facebook has not changed the meaning of the word friend; rather it created the new term "Facebook friend." The implicit definition of this new term further emphasizes the fact that many relationships on Facebook lack depth. All of the participants acknowledged that there was a distinct difference between the two terms. Lyndsay said, "Facebook friend is...synonymous with artificial or...superficial friend." For some, the goal was to accumulate as many Facebook friends as possible. Lyndsay's Facebook profile lists several groups she joined that promote the idea of superficial friendships. Joining groups is another way that Facebook users meet each other due to a common interest or theme. Several of Lyndsay's groups have titles associated with being in a group "just because." For example, Lyndsay is a member of a group dedicated to students, all of whom have the same first name.

One participant noted that the acquisition of Facebook friends can lead to a popularity contest. The number of friends the participants in the focus group had on their homepages ranged from 41-284. They were quick to note that these numbers were not reflective of the number of actual face-to-face relationships they had. Kim estimated that about 70% of her 41 friends on Facebook were people she actually knew. This is indicative of the groups that she joined (four compared to Lyndsay's 25), in all of which she is an active member. In contrast, Lyndsay said that only about 10% of her 97 Facebook friends were people with whom she had face-to-face relationships. The nature of these superficial Facebook friendships can range from people in their classes with whom they have only had cursory contact to people they have never seen in person.

Facebook Crushes

The capability to generate Facebook friendships with strangers has implications for the formation of new romantic relationships. While Facebook is not designed to function solely as a dating service, the formation of new romantic relationships was a theme that emerged from the focus group. Students' profile pages allow them to list if they are in a romantic relationship and qualify whether it is a dating, open, or marriage relationship. For students who are not in a relationship, they have the option of listing the type of relationship in which they are interested. In addition, most students post pictures of themselves and list their likes and dislikes on their profiles. These features make Facebook an innovative new environment for the formation of new romantic relationships. In order to start this type of relationship, students

reported using a feature on Facebook called "poking." The feature, with apparent sexual overtones in the name, allows a user to send a uniform message to another user alerting them that they have been poked. A poke often implies romantic attraction. Though not solely reserved for romantic interests, participants reported it as the most acceptable way to let an acquaintance or even a stranger know that the interest is there. The recipient of the poke can reciprocate interest by poking back. When asked about meeting and connecting romantically on Facebook, Max described the process his roommate uses when interested in a woman. "He goes through the tried and true method of poke, poke back, message, meet, Internet chat, meet, and then...if you just call 'em right away, it's like 'Who are you?' 'Well, I saw your profile on Facebook and I think you're attractive and we should have coffee.' You can't do that." Though none of the participants in the focus group were currently in a relationship that started on Facebook, the group expressed that it was an acceptable mechanism for starting such a relationship.

Will You Be My Facebook Friend?

Some participants reported using Facebook to start new, non-romantic relationships. Though this practice was not as widely discussed as the use of the site to initiate romantic relationships, some students found it to be a beneficial way to meet new people. Brandon has a business that specializes in party promotion, mixing songs, and performing DJ services. He expressed that Facebook was an integral part of his business. He advertises parties and services on his profile page, which lists the name and address of the business. Facebook has helped him expand his business ventures to other colleges and universities. He commented, "I'll always have a free place to stay when I go and visit." Others also expressed that Facebook could be an important networking tool. There is a feature on the site that allows students to list their classes and view other students who have listed the same course. Several students expressed that the site made it easier to introduce oneself to a classmate in person by alluding to the fact that they were already Facebook friends.

Facebook: Offline Face-to-Face Interactions

Another emerging category from the focus group stemmed from face-to-face discussions about Facebook. Participants talked about looking through Facebook with their close friends and roommates. Kelly and a friend checked the profile of someone who interested her friend romantically. They used the information found in the profile to concoct a plan to talk to him and attract his interest. They spent time together on Facebook and talked extensively about the information they found there. This helped develop the

women's friendship and gave Kelly's roommate the possibility for an intimate relationship, all due to information learned on Facebook.

Max and his roommate also look through Facebook together. Max relayed a story about how his roommate looked through all his girlfriend's Facebook friends. He saw one of her friends, a male, at a party. They had never met, but he approached him and said that he knew him – from Facebook.

Participants also discussed how their profiles could affect how others perceived them. According to Kelly, she has talked with students about how employers search profiles to learn more about potential employees. "They'll plug in your name and see what comes up...they're going to check out everything that they can," she said.

Enhancing Relationships

Another theme that materialized from the focus group was how Facebook enhanced previously established relationships. In cases where this occurs, it is happening through face-to-face conversations that stem from an experience related to the website. For example, both Lola and Lyndsay mentioned discussing when their friends initially joined Facebook and how much they talked about it face-to-face. Lola said, "One of my roommates was already in it, and she was like 'Oh, you have to do this!'" She went on to explain how they shared their profiles and sat together at the computer to search for people on Facebook.

Interactions on Facebook itself are also being used by students to enhance established relationships. Students can say "hi" to each other by poking or sending a Facebook message. Each member of Facebook also has a "wall" at the bottom of their profile. Any Facebook user can write a message on another user's wall. That message can be seen by anyone who views that particular profile. Lola explained, "My friends try and be really silly and write little things like messages on my wall." In this way, students are communicating and enhancing already established relationships.

Tolerance and Appreciation of Differences on Facebook

Another emerging theme is the lack of tolerance and appreciation of differences. The participants responded slowly when asked questions pertaining to their interaction with people who are different from them in real versus Facebook relationships. Overall, the participants seemed to have a difficult time articulating how they characterized people as "different" as evidenced by Lola. Lola, who is on an athletic team, commented, "most people who are involved in different activities would be different than I am because they would want to be involved in those things for different reasons. I guess that doesn't determine the person, like they're not radically different

people than I am."

Students seemed to define differences based on morals, interests, and involvement in organizations rather than race, culture, or sexual orientation. Although the students said they did not notice differences in race, their Facebook friends seemed to match their own identities. For instance, 95% of Kelly's friends are white and a majority of them are female.

When asked specifically about how race, culture, and sexual orientation play into their classification of differences, participants agreed that it had a limited role. Brandon stated, "It don't matter if you're White, Black, Orange, Yellow, you know short, tall, it really don't matter, that's how I interact with all my friends."

Lyndsay commented, "I don't think race or sexual orientation or class matter to me. Umm, it's not something I look for in interactions with people, 'like, oh he's really gay' or stuff like that." Participants claimed that they do not acknowledge and see differences, so there seems to be little appreciation for those differences.

A reemerging topic by the focus group was that of "accepting" people as friends on Facebook. Since the user must make a decision based on limited information, he or she must make a judgment based on that knowledge. Lyndsay explained her uneasiness about sharing her political views via her profile. "I didn't want to be judged (because) I would consider myself more liberal...I am also Christian and I know that a lot of Christians would be mean and I just think that that's not fair and I just don't even want that [Christian] to be written on there." However, her profile has a list under the column titled "interests" and "Living for Christ" is the first interest listed. This contradicted her stated desire not to be judged by the average Facebook user based upon her political and religious affiliations. Based on this information and other comments in discussion, the research team perceived not only a lack of appreciation of differences, but also limited tolerance for diverse views.

Rekindling Relationships

One reason participants use Facebook is to reconnect with old friends. Lyndsay stated, "I'm actually even friends with people that I hated in high school...they like Facebook buddied me and I was like 'we will rekindle our friendship.'" However, it seems that often, these rekindled friendships seem to take on the same superficial status as other Facebook relationships. Kelly comments "it's...weird because we accept each Facebook friend but we message a few times and...that's it we don't even want to reconnect." All of the participants agreed, although they may have a rekindled Facebook relationship, it does not necessitate going to the next level of "real friend" status.

Discussion

The seven themes that emerged from the focus group discussion directly related to Chickering's fourth vector of the Theory of Identity Development. At its core, the vector focuses on "the ability to accept individuals for who they are, to appreciate and respect differences, and to empathize" (Chickering & Reisser, 1993, p.146). This includes developing tolerance in an intercultural and interpersonal setting and appreciation of differences, as well as a capacity for intimacy. In this regard, Facebook has created a reason for students to interact with each other in person, and perhaps enhance their capacity for intimacy. Because many students are involved with Facebook and know what it is and how it functions, it has become a tool for social interaction that transcends its original purpose to build online friendships and make new acquaintances.

Due to experiences with relationships contributing significantly to the development of a healthy sense of self for the student (Evans, Forney, & Guido-DiBrito, 1998), the researchers observed students using Facebook as a tool in the process of becoming more mature in their relationships. As the participants discussed their need for Facebook and what initially motivated them to join, such as networking or ways to start conversation, participants stated they felt more attached to Facebook. Over time, participants viewed their profile less often and talked about "wasting time" on Facebook as opposed to the relationship building tool the researchers hypothesized. For example, Kelly stated, "I think I'm weaning off Facebook...this is so pointless, like if I really care about these people I should just call them, you know?" In this instance, the researchers determined that Facebook has not necessarily helped Kelly in her development towards intimacy.

In contrast, other members of the focus group viewed Facebook as a means to demonstrate personal growth and maturity. Adam, the youngest member of the group, mentioned maturing in his use of Facebook. "Everything on my profile is true...but I changed it just the other day....like under 'favorite books' used to be Playboy....all the guys had Playboy...I'm more mature than that, so I put down like three or four books that I actually like reading."

One area the researchers hoped to clarify was the relationship between the tolerance and appreciation of differences between "real friends" and "Facebook friends." There was limited discussion on this topic throughout the focus group session, despite being asked about it twice. When asked how they would classify a student who was different from them Kelly responded, "I would say people are different from me if they have different morals." Echoing those sentiments, Lola said that people involved in different

activities than she was would not be like her.

When the participants were asked about diversity in terms of race, ethnicity, or sexual orientation they appeared immediately uncomfortable. Brandon, who self-identified as Black, was the first to respond to this probe. He said, "To me a different person is somebody who I don't speak to on a regular basis." While Lyndsay said "I don't think I have a lot of people that ask me to be friends who are very diverse." When participants spoke about friends on Facebook or "real friends" their response to this question reflected where they were in their development.

Some of the data collected during the focus group suggested that student use of Facebook may be relevant to the next vector in Chickering's (1993) theory, Establishing Identity. The fifth vector encompasses the period when students develop a sense of self and a level of comfort with others. One aspect of this vector is "clarification of self-concept through roles and lifestyles" (p. 181). In the focus group, this was evidenced by students joining groups that portrayed a part of their identity. In the fifth vector, another one of the components for establishing an identity is "interaction with diverse individuals and ideas" (p. 207). As detailed in the previous paragraph, the data from the focus group did not demonstrate an appreciation of differences in others. Further research would be beneficial to determine whether use of Facebook hinders this aspect of student development.

Limitations and Recommendations

There were several limitations to this study. Because of the specific methodology used, the researchers encourage all readers to be cautious in generalizing the findings to other students of the university, as well as to all college students. However, specific themes emerged from the research that might aid in understanding undergraduate student experiences with Facebook.

Participant characteristics should also be taken into consideration as a limitation. The focus group was a fairly accurate representation of the university population regarding gender, race, age, and religious affiliation. However, the seven participants may have had specific biases of which the researchers were not aware. Additionally, the dynamics of the group may have had an effect on the type and amount of research obtained.

In addition to participant bias, it is also important to consider potential researcher bias. All researchers were of the same gender, race, and age demographic, and had foundational knowledge in student development theory which may have unintentionally influenced the analysis of the data. Although all researchers were registered Facebook users, most would consider their

Facebook usage to be minimal, and therefore may have influenced their interpretation. The researchers did find an advantage in being registered with Facebook in order to understand and directly view the contents and the profiles of the seven participants. The researchers were not able to attain first-year students to participate in their study. First-years may have been able to provide additional insight into the Facebook community that was not otherwise expressed in the focus group. Chickering and Reisser (1993) also acknowledged a limitation within their own theory. They noted it may be skewed as the vectors were developed on the basis of work done primarily with White males.

Recommendations for future studies would encourage the use of multiple focus groups over an extended period of time in which one-on-one interviews are conducted with each participant. This would not only increase the number of total participants allowing for a larger source of information, but personal interviews would help to eliminate limitations that occur due to the focus group dynamic.

Conclusion

The purpose of this study was to use Chickering's Theory of Identity Development to determine if Facebook affects students' social development at IUB. The researchers used the fourth vector of the Theory of Identity Development, Developing Mature Interpersonal Relationships, as a framework to assess the development of relationships that are lasting and intimate, and that tolerate and appreciate differences (Chickering & Reisser, 1993).

The focus group data suggests little correlation between the use of Facebook and student development in Chickering's fourth vector. The themes that emerged suggest that the relationships developed through Facebook were neither lasting nor intimate. Students in the focus group failed to offer substantial evidence to suggest that Facebook helped in the appreciation of differences in others. More research will be beneficial in helping student affairs professionals further understand the impact of Facebook on students. The immediate recommendation from this study is for practitioners to engage students in dialogue to facilitate their understanding of the significance of Facebook and other online communities.

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Student-Faculty Interactions in Context: A Study of Faculty Advisors and Student Organization Advisees

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Research pertaining to the informal and formal relationships between faculty advisors and students within the context of student organizations is limited. Previous research focuses on outcomes of the relationship, but rarely the structure and exchanges within the relationship. This paper presents a case study analysis of the interactions of an academic student organization and its faculty advisors. It then presents the relationship within the context of Weisbord's Six Box Model for evaluating organizational effectiveness.

Introduction

Faculty advisors play various roles in student organizations on college and university campuses. This paper details the interaction of faculty advisors and student leaders within the context of student organizations. Research documenting the positive outcomes of student-faculty interaction is ubiquitous (Astin, 1993). Additional research that focuses on the interactions between faculty members serving as student organization advisors (herein referred to as advisors) could lead to a more comprehensive understanding of how faculty interact with students outside of the classroom. Such an understanding could provide practical knowledge for advisors and student affairs professionals.

While gathering information regarding the interaction between faculty and students, the researchers studied a single academic student organization at a doctoral extensive research university in the midwest. In order to gain a more in-depth understanding of the interactions between advisors and their advisees, the researchers utilized Weisbord's Six-Box Model (1976, 1978) as a framework.

The descriptions of the interactions are the primary outcome of the study. While the researchers hypothesized that Weisbord's (1976, 1978) model would serve as a useful tool for conducting research on student organizations, they did not begin the study with specific notions regarding the faculty-student relationship within the group. During this qualitative study, the researchers were primarily observers rather than hypothesis testers.

While studying faculty members that are advising student organizations, two bodies of literature provide significant background information. Out-of-class involvement, such as student organization interactions, is one subset of the relevant literature (Kuh and Huh, 2001a). Secondly, writings on student organization advising provide a more specific context for the roles faculty members assume while working with student groups. This is significant as the skills necessary to advise a student organization may not be inherent in the faculty role. Taken together, the research on student-faculty interaction and writing on organizational advising provide a foundation for the practice of faculty advisors.

Faculty Interactions with Students

Kuh and Hu (2001a) focused on three different types of faculty-student interactions. Substantive interactions (which focus on faculty-student communication regarding academic coursework), out-of-class contact (which could involve various types of interactions including faculty advisors), and writing improvement (include intentional efforts for faculty members to increase a student's ability to produce quality writing). In addition, Pascarella and Terenzini (2005) identified interactions relating to students' career choices as a fourth type and described this category as one that influences students' ability to succeed in future careers. All four types of interactions might occur within the context of academic or professional student organizations. However, because out-of-class and career-related interactions are most relevant to the study, these aspects will be discussed in greater detail.

Out-of-class Contact

Kuh and Hu (2001a) identified discussion of difficult issues or problems with faculty as one important category of faculty-student out-of-class contact. These issues and the discussions surrounding them could affect students' critical thinking skills, cognitive development, or moral development. In a meta-analysis of studies published from 1991 to 2000, Gellin (2003) assessed the effects of different types of undergraduate involvement on critical thinking as measured by standard instruments. The analysis assessed both involvement with organizations and interactions with faculty. The study found a small effect for involvement with organizations, but cautioned this may reflect definitional difficulties. Gellin found no specific effect for faculty interaction and speculated that this finding might reflect varied faculty interpersonal skills. In a somewhat contradictory finding, McNeel (1994) suggested that informal, out-of-class faculty-student contact may have a strong effect on students' moral development. This discrepancy may result from the differences between measurements of critical thinking and moral

development or differences in the populations studied.

Career-related Interaction

Astin (1993) found that career-related interactions, such as those that might occur in an academic or professional student organization, seem to have a significant impact on career choice, especially the selection of a profession related to academia or research. Astin also found faculty-student interaction to be correlated with self-reported growth in job skills. However, the causal direction of this correlation is uncertain. Avalos (1996) found faculty-student interaction to be correlated with occupational status but suggested that this might be mediated by the effects of interaction on degree attainment.

Advising Student Organizations

Literature on the practice of advising student organizations provides insight into the faculty role that the researchers considered in this study. Floerchinger (1992) stated that student involvement and interaction with faculty members, both inside and outside of class, have been considered to be determining factors in a student's satisfaction, intellectual and personal development, and persistence in college. Additionally, Kennedy, Gordon, and Gordon (1995) noted that students strongly believe that interaction with faculty during their leadership term within an organization has a positive influence on their overall attitude toward college. Dunkel and Schuh (1998) also conducted research which highlights the importance of the advisor's role in the development of a student's career identity and development. These impacts may form the basis of why a faculty member may choose to become involved in a student group. Bloland (1967) explained that advisors become involved with an organization through the assignment of advising roles or the acceptance of an invitation to serve as an organization's advisor.

To best serve the student, an advisor must have the ability to assume many different roles dependent upon the situation. Because of this, the role of an advisor changes with the needs of the students within the organization. Advising is a process: the role of a student group's advisor changes as the group develops and matures (McCluskey-Titus, 2004). Bloland (1967) divided the role of the advisor into three major areas: maintenance or custodial functions, group growth function, and program content functions.

Maintenance or custodial functions describe the advisor as a "go to" person for information. Group growth function pertains to group dynamics: advisors are responsible for teaching organizational skills and techniques. In addition to imparting leadership skills, responsibility, and discipline in group members, the advisor should coach the organization's executive officers in

organizational and administrative principles. In their program content function, advisors stimulate the intellectual development of the students while assisting in the planning of activities that contribute to the enrichment of campus life. More recently, Dunkel and Schuh (1998) defined the roles of advisors as mentors, leaders, supervisors, teachers, and followers. In each role an advisor assumes with students, a relationship is created which must be nurtured.

The relationship between the advisor and student is crucial to ensure a mutually beneficial experience. Advisors are expected to provide high quality advising in order to support the needs of their students (Dunkel & Schuh, 1998). DeAngelis (1999) characterized excellent advisor relationships as ones in which the advisor wears many hats, is a counselor and friend, helps students with all aspects of their lives, and ensures that students know the advisor has their best interests in mind. The advisor should be considered an organizational resource and respond to students' questions but should not overtly influence the students' discussions. The advisor can stimulate the intelligence and ability of the student participants and help them plan activities that will contribute to their own educational development and welfare while enriching campus life (Bloland, 1962). The researchers analyzed this particular type of student-faculty interaction within the framework of an organizational behavior model.

Organizational Behavior Framework

Weisbord's Six-Box Model

The researchers used the conceptual structure proposed in Weisbord's Six-Box Model (1976, 1978) as a framework for the research project and data analysis. The model is used to identify incongruities in the perceived and actual operations of an organization. Weisbord's model was originally intended to analyze business organizations, and has in fact been used for that purpose (e.g., Galagan, 1992). However, previous student affairs researchers have also suggested the use of this model to analyze student perceptions of the environment of student organizations (Winston et al., 1997). Specifically, Winston et al. suggested the use of Weisbord model to assess student organizations due to the limited availability of other instruments. The researchers conducting the present study chose to adopt this suggestion. They utilized this framework and assessed the organization using Weisbord's model.

Weisbord's (1976, 1978) model has six factors that create a circular model (Figure 1): *purpose*, *structure*, *rewards*, *helpful mechanisms*, *relationship*, and *leadership*. Purpose can be described as the mission and

goals of an organization. When assessing the purpose, an organization must consider goal clarity and goal agreement. If these two aspects of the group's purpose do not align, tension can form. Structure enables the group to delineate necessary organizational tasks. This could be done by outlining functions, programs, or both. To function properly, the group must follow its formal structures using clearly defined roles.

Rewards provide incentives for the members of an organization. "Having a reward system (formal) in no way guarantees that people will feel and act as if they are rewarded (informal)" (Weisbord, 1976, p. 441). Rewards do not have to be monetary. Organization leaders must create a system to motivate their subordinates, using rewards as one method.

Helpful mechanisms are the tools used by the organization to accomplish its goals. These mechanisms are used in four processes: planning, budgeting, control, and measurement, and help create cohesion throughout the group (Weisbord, 1976, 1978). Through policies, communication, and information collection, members of the organization are better equipped to handle their duties.

Relationships can be internal or external between individuals within the organizations, with other organizations, or with other parts of a larger institution (Weisbord, 1976). When analyzing relationships, the manner in which interaction happens and the way conflict is resolved must be examined. Leadership is necessary to drive an organization. No one person is the best leader for every group. Therefore, an organization must select a person it determines is well qualified to support its specific needs. Leaders must manage all components of the Six-Box model effectively (Weisbord, 1976, 1978). Weisbord described diagnosing an issue as finding a "gap" between what is and what ought to be. Weisbord likens organizational assessment to a radar screen. Problems within the group would "show up as blips in one or more boxes, blocking work or important tasks" (Weisbord, 1978, p. 8). Leaders in the organization must act as air traffic controllers to find the problem and create a method of resolving the issue. The individual who acts in this role could differ depending upon the situation. At various times, this role could fall upon the officers of an organization, to the advisor, or to a general member of the group. For the purpose of this paper, all three groups were considered as leaders within the organization with the primary focus on the officers.

The six areas are part of an environmental scope where there must be a "fit" between the organization and the environment ("the extent to which purposes and structure support high performance and ability to change with conditions"), as well as a fit between the individual and organization ("extent to which people support or subvert formal mechanisms intended to carry out

an organization's purposes") (Weisbord, 1976, p.431-432). In both cases fit between environment and organization can be strong or weak.

Methods

A qualitative case study approach was utilized to develop a rich and detailed narrative of student-faculty interaction within the context of advising student organizations. Case study methodology allows for the assessment of a specific environment bound by place and time (Merriam, 1993). Due to the limited amount of research that currently exists discussing outcomes associated with faculty members advising academic student organizations, the researchers felt that case study methodology would allow for an in-depth analysis. This study employed and analyzed data from one case which was then compared with patterns from Weisbord's Six-Box Model (1976, 1978). This is a commonly accepted mode of case study data analysis (Yin, 1984).

Participants

The participants in this study consisted of the advisors and members of one registered undergraduate student organization at a large, public, university in the Midwest. The researchers chose to employ purposive sampling techniques to identify undergraduate academic/professional student organizations for this study. The organization that participated in the research was identified through registration lists from the institution's Student Activities Office. The researchers did not initially intend to focus on one organization, but due to a lack of organizational interest, only one group chose to participate in the study.

Club Science. Club Science is an academic organization composed of students within a specific scientific discipline. As described by the organization's website, it is a club for undergraduate students interested in their field, and the club's objectives include community outreach, research projects, graduate school preparation, and discussion with guest speakers. Club Science engages in regular activities intended to support its mission, provides a variety of professional development opportunities for its members, and hosts social events.

The organization is comprised of two faculty advisors, five executives, and a body of general members. Active student membership in the organization is around 15 members but does not limit participation by interested students. Most support, such as facilities, computers, faculty advisors (asked by the academic department to serve as an advisor), and fiscal resources for the group is organized through the academic department to which it is tied. General meetings of the organization occur once a week and cover topics such as upcoming programs, opportunities for further involvement in the field,

and social gatherings.

Data Collection

The researchers chose to collect data by observing a group meeting, conducting a student focus group and interviewing two faculty advisors. These methods allowed the researchers to gather information about the interactions between faculty and students within the context of the case while also assessing the needs, attitudes, beliefs, and feelings of participants (Merriam, 1993). The two faculty advisors participated in interviews in which questions focused on the structure of the student-advisor relationship and organizational roles. The researchers' main objective was to discover any factors that might explain the often complex behaviors or reasons for involvement within the organization.

Data gathered from the observation, focus group, and faculty interviews were tape-recorded and transcribed. The researchers coded the data by assessing different aspects of the organization's functional environment. For example, researchers considered the physical environment of the organization's meeting space and the role of the faculty advisor within group meetings. Participant statements led to the creation of data-derived themes within each of these environmental areas. These themes and participant statements were categorized within Weisbord's six boxes and analyzed within that context. This process enabled the researchers to assess the importance of various elements of the model to the organization.

Validity

The researchers utilized a number of commonly accepted steps to verify data they collected and conclusions reached regarding the data (Creswell, 1994). In the field notes they recorded during data collection, the researchers made note of curious or unusual situations and then followed up on the significant issues with questions during the interview and focus group. By collecting information on similar phenomena using different instruments, the researchers developed mutually corroborative data. Also, throughout the data collection two group members were present, minimizing the possibility of one person's bias influencing the study.

Description of Findings

The faculty interview and focus group provided the research team with detailed data. This information allowed the researchers to develop an in-depth understanding of the organization, thus providing substance for a thorough analysis of Club Science. The data also allowed the researchers to determine any potential congruence with Weisbord's Six-Box Organizational Model. While neither the advisors nor the student members were familiar

with the Six-Box Model, they unknowingly functioned within this conceptual framework. They recognized the informal structure of their organization and understood how that affected its functionality. Within this study, the researchers found that each of the components of the Six-Box Model played a role in the development of Club Science. Purpose, structure, rewards, helpful mechanisms, relationships, and leadership were visible to differing degrees after an analysis of the data.

Degree of Congruence to the Weisbord Model

Purpose. Weisbord (1976, 1978) stated that an assessment of an organization's purpose should include three elements: *goal "fit"*, *goal clarity*, and *goal agreement.* In order to achieve goal "fit," an organization must serve a societal need. The goals of Club Science are to prepare students for further academic study, focus and define career aspirations, participate in community outreach, and provide social opportunities. The purpose of these goals is to enhance the education and development of its students while preparing them to become more fully engaged in society upon their graduation. Club Science achieves these goals by providing members with educational opportunities outside of the classroom, such as a weekly colloquium series dedicated to current trends and research conducted within the field.

Goal clarity refers to the degree to which the organization's goals are adequately articulated. The data suggested that members and advisors accurately understood and acted in congruence with the aforementioned goals of the organization. During meetings, the students held discussions about current and past research projects and working with a local non-profit agency to educate community youth. In addition, the advisors' conversation incorporated discussions with group members regarding topics such as Graduate Record Examination preparation, assistance with the pursuit of advanced degrees, internship opportunities, and guest lecturers and speakers. As a result of the strength of goal "fit" and clarity, the researchers determined that goal agreement, the degree to which all constituents support organizational goals, was apparent based on the dialogue and actions of the advisors and members.

Structure. To analyze the structure of an organization, Weisbord (1976, 1978) suggested that individuals "look for fit between the goal (output) and the structure producing (formal system), then attend to how the work is actually divided up and performed and how people use or subvert the organization chart" (p. 439). The leadership and advisors of the group appeared to have clear responsibilities. The president and treasurer were aware of their duties within the organization. For instance, the president understood his responsibility for calling meetings, creating agendas, and guiding discussion.

The president and other officers, however, did not seem to receive formal training regarding their roles. The researchers observed minimal formal structure and no formal agenda for the meetings. This allowed for the meeting to assume an informal nature and permitted frequent digressions from the topics. The researchers determined that while the efficiency of meetings was hampered, it appeared the goals of the organization were still met.

The advisors served an important role in assisting in the attainment of organizational goals. They viewed themselves as resources for the students and representatives of the organization. The members of the group viewed the advisors almost as peers but with expertise and influence that bring legitimacy to the organization. "[He] gives us a sense of being part of something official, not just a ragtag group. You know an actual faculty member, we can get stuff done you know." The students understood the significance of faculty influence on the advancement and support of Club Science.

Rewards. Weisbord's model discussed formal and informal aspects of rewards systems. Formal aspects include explicit systems within an organization that serve to reward and recognize members of the group. These systems can acknowledge past contributions and encourage future performance. The reactions of organization members to these formal or explicit systems comprise the informal aspect of rewards.

For a rewards system to be effective, it must be congruent with the goals and purpose of the organization, providing members with a personal sense of accomplishment. The researchers did not observe a formal rewards system as described by Weisbord. For example, members did not receive any sort of formal recognition for their contributions to the organization. However, the students believed they derived benefits from their participation in the organization. They discussed opportunities to take annual trips to sites relevant to their field, interact with visiting academic speakers, obtain internships, and interact more frequently with the faculty advisors. Students believed that these interactions with the faculty advisors provided opportunities for academic discussions outside of the classroom, offering insightful perspectives about the field. Regarding one faculty advisor, a group member noted that "usually he is just sitting there talking with us in a general way and this particular meeting we would have this little discussion."

A faculty advisor to the group noted a similar benefit. The advisor remarked that "I have a research professorship so I don't normally teach students. So this is one of my few interactions with the students and who are usually very enthusiastic majors and pretty fun to deal with." Because students and advisors felt rewarded by their participation in the organization,

despite the lack of a formal rewards structure, deficiency in this aspect of Weisbord's model might not indicate organizational dysfunction.

Helpful mechanisms. As with rewards, analysis of helpful mechanisms in Weisbord's (1976, 1978) model is divided into formal and informal components. Formally, a helpful mechanism is any structural element of an organization that facilitates the achievement of its mission. The informal aspect of helpful mechanisms entails how the components are actually used within the group.

Most of the helpful mechanisms in Club Science were casual or ad hoc in nature. The focus was on coordinating work rather than monitoring organization progress. Though weekly group meetings were an important helpful mechanism, there was rarely a formal agenda. The president would design discussion points or issues, but as previously described, group members had the ability to interject and digress from any particular topic. However, a faculty advisor was present at the meetings and provided structure when deemed necessary. One advisor noted:

> It's like herding cats. I mean some years you'll have a president that's really enthusiastic and will define goals…some years you'll get a situation where they'll sit around in the club room and say "What do you want to do? I don't know what do you want to do?" So then I try to throw out ideas to see if I can get them going toward something here.

Weisbord (1976, 1978) stated that budgeting, control, and assessment are crucial helpful mechanisms in an organization. Of these instruments, budgeting was the only one mentioned by the organization and then only briefly. Though a lack of discussion does not mean such mechanisms do not exist, a greater focus on them from the advisors, supported by skill development for students in the group, could better equip the organization in meeting its goals more efficiently and effectively.

The faculty advisors also assisted members in other ways. One group member stated that the advisors are "like a person you can go to if you need something done, if you want a job, if you want an internship. If you're applying to something, if you need a letter of recommendation or something like that, just ask them." Because they provided structure to meetings and support to members, the researchers considered one of the faculty advisors' roles as helpful mechanisms.

Relationships. Weisbord (1976, 1978) defined three types of relationships as most important within organizations: the relationships between people, the relationships between differing units with different tasks or objectives, and the relationships between people and technology. These associations can be formal, informal, or a combination of both. The data gathered by the researchers focused on interpersonal relationships. These

data indicate that the advisors and the members of Club Science have an extremely informal yet strong relationship. According to one of the group members, "I would say the relationship is more like a friend relationship then a professor relationship." The student members identify the faculty advisors by their first names and communicate informally on a regular basis.

The faculty advisors articulated that they care deeply about the success and advancement of the members of the organization. Faculty advisors become "pretty good friends with them," help the members of the organization coordinate activities, and provide the necessary resources for the completion of their goals and initiatives. In addition, the advisors say they take a significant interest in the students' present and future academic careers, serving as mentors and guides.

Weisbord (1976, 1978) identified management of conflict as a key component of interpersonal relationships. The ability for the leaders and members of the organization to effectively manage conflict is essential to a positive environment. However, conflict management did not appear to be a concern of the participants as it was not directly mentioned.

Despite a lack of focus on conflict management, the informal interpersonal relationships within the organization are strong and directly contribute to its progress toward its goals. The strength of these interactions led to success in other relationship areas. For example, the advisors facilitated the access of group members to technology, whether through providing lab space or taking them to specialized facilities. Thus, this component of Weisbord's model appears especially relevant to this particular organization.

Leadership. Weisbord's (1976, 1978) model depicted leadership as the mechanism that balances the purpose, relationships, helpful mechanisms, rewards, and structure of the organizational environment. The leadership of the organization balances the other five elements of the Six-Box Model. Several themes regarding leadership emerged from the focus group, observation of an organization meeting, and faculty interviews.

Despite the presence of a traditional leadership hierarchy, such as president and treasurer, the participants expressed some difficulty in identifying students to fill these positions. The advisors attributed this to the demanding nature of the students' academic major. Within Club Science, an informal process structures the selection or election of these positions. If an individual wishes to become an organizational leader, he or she needs only to express interest. As one of the faculty advisors described:

> We try very hard to have a new president every year and rotate the leadership positions. But we have a difficult time in that the students are so busy because ...is a hard major that actually we have the opposite problem that many student organizations here have. We often run into

> situations where essentially no one wants to be in charge. But every year I've managed, we've managed to get somebody that was enthusiastic and it's done by a straight, well in theory it's a straight up or down vote but in practice it's done by mutual consent. They just sit around there and say "I don't want to do it, you do it." Then eventually one of the juniors or seniors will almost take over the leadership role.

In addition to the casual election process of students into leadership positions, there is an informal structure to the proceedings of the meetings. The members appear to work together as a team and assume various leadership responsibilities as needed. While the president provides an aspect of structure for the group, a sense of shared leadership is more apparent than a hierarchical system of power. This allows for collaborative efforts within the group.

Weisbord (1976, 1978) identified behavioral skill as a key element of effective leadership. In order for an organization to be successful, it must be able to "define, embody, and defend purposes and to manage internal conflict" (p. 442). The researchers' initial observations and interviews suggest that members believe Club Science has the resources to achieve this goal. While their objectives may not always be adequately defined, they are still able to work as an effective team and identify areas for growth. Finally, Weisbord identified a need for "an understanding of the environment and a will to focus purposes, especially if there is a problem in one of the six boxes" (p. 443). Again, both the faculty advisors and the students of Club Science express an understanding of the organizational environment and their roles as team members. Each party is willing to address problems as they arise while still maintaining balance between each of the six boxes of Weisbord's model.

Limitations

While the research produced results that were applicable to the design of the study, the researchers were also faced with several limitations. The research team was hindered by the amount of time (one academic term) allowed for the completion of the study. Initially, the researchers intended to involve at least two academic or professional student organizations in the study, but only one organization meeting the researchers' criteria agreed to participate in the study.

The inclusion of only one organization limits the study's applicability to other organizations or institutions. Conducting research on a student organization at another institution would likely produce different results; this study's results are geographically and temporally specific. Further, the researchers chose to analyze the data using one specific mode of case study data analy-

sis: comparison to Weisbord's (1976, 1978) already existing model. Additional modes of case study data analysis exist (Yin, 1984) and this study's data could be subjected to further analysis. This might enable researchers to develop a new scheme or model for explaining the data.

Discussion

The ability of the researchers to analyze data using Weisbord's (1976, 1978) model suggests this model bears some relevance to student organizations. The researchers' primary observation is that faculty advisors of a student organization can create an environment in which organizational growth is fostered. Based on discussions held with the organization members and faculty advisors, it appears that the faculty advisors play a significant role in facilitating the academic components of the organizational mission. However, it was difficult to determine the extent to which the advisors develop students' non-academic skills.

The findings in this study indicate that in this case strong personal, informal relationships between faculty advisors and the members of the student organization they advise are essential to the development and growth of this particular student group. The researchers believe their study supports the aforementioned research on student-faculty interaction; these relationships have the potential to positively influence the organization. The faculty advisor may also impart a significant amount of wisdom and knowledge to the organization, thus intimately shaping the purpose and the implementation of organizational goals and objectives. Specifically, this group and its advisors may wish to consider their learning objectives and tailor the club's activities to meet those goals. The Six-Box Model can aid student organizations when working to define these objectives.

However, while an informal relationship works for Club Science, students mentioned areas (a project left incomplete over several years, for instance) that are open to improvement. Providing guidance in building skills related to Weisbord's helpful mechanisms help faculty advisors develop individual members and the organization as a whole. With more structured interactions, the organization could potentially increase their ability to complete projects and undertake new initiatives.

Implications and Future Research

Given the utility of Weisbord's (1976, 1978) model in this study, the researchers determined that its structure has the potential to provide faculty advisors with a framework for advising student organizations. This can be especially useful for those faculty members who are new to their advising

roles and/or are interested in assessing organizational development and effectiveness. Faculty advisors can also utilize the model when determining the types of interaction they envision with their students. The Six-Box Model serves to further complement the structures provided for student group advising by Dunkel and Schuh (1998).

While this study revealed the strength of the informal and involved advisor, further research should be conducted in which formalized relationships between faculty advisors and student organizations are analyzed. Researchers should continue to examine advisor roles in order to understand the influence of faculty engagement on student involvement, success, and retention within student organizations. Lastly, research should continue to evaluate the effectiveness of faculty advisors of student organizations. From those findings, more effective training and models for the evaluation of student organization advisors could be developed.

The ever-changing demographics and needs of university students warrant a renewed interest in scholarly research involving faculty advising and engagement. The lack of literature regarding relationships between students and organizational faculty advisors makes this area ripe for study. As previously discussed, faculty advisors have the potential to play an important role in skill-building and development for student members. Research regarding the frequency in which faculty take on such roles and the most effective ways to perform them would provide valuable and practical information to faculty advisors.

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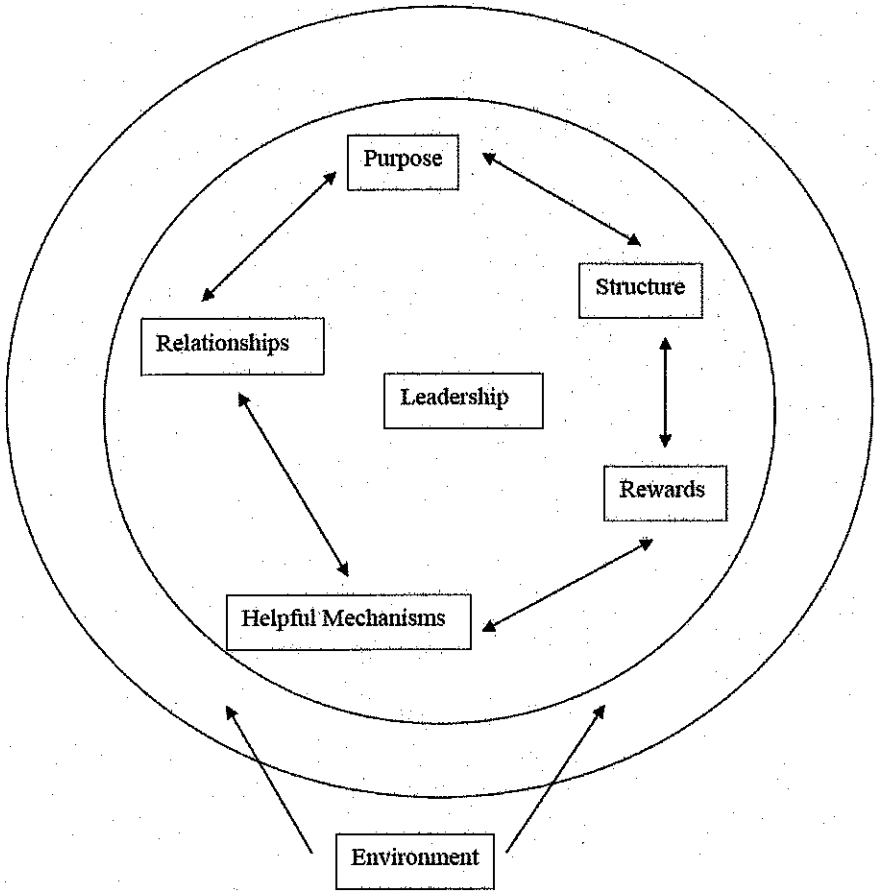
Figure 1: The Six-Box Organizational Model (Weisbord, 1978)



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